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AN ANALYSIS OF OPINIONS OF HOUSE BILL 1706 AS PERCEIVED BY  
CERTAIN SELECTED SCHOOL-RELATED GROUPS

*The University of Oklahoma*

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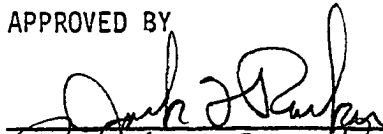
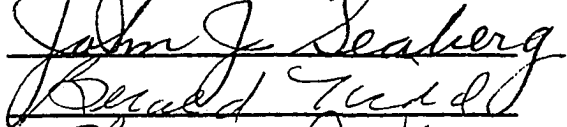
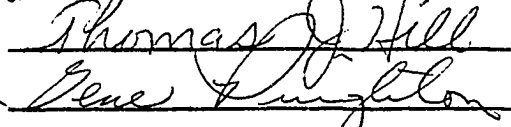

AN ANALYSIS OF OPINIONS OF HOUSE BILL 1706  
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SCHOOL-RELATED GROUPS

A DISSERTATION  
SUBMITTED TO THE GRADUATE FACULTY  
in partial fulfillment of the requirements for the  
degree of  
DOCTOR OF EDUCATION

BY  
JOHN M. FOLKS  
Norman, Oklahoma  
1982

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APPROVED BY

DISSERTATION COMMITTEE

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CHAPTER I

THE PROBLEM

Introduction

The issue of teacher education has become an area of concern and controversy during recent years. Education has experienced a changing public attitude toward teachers and teacher preparation programs. The Eleventh Annual Gallup Poll of the Public's Attitudes Toward the Public Schools revealed that one of the major problems confronting the public schools was difficulty in getting good teachers.<sup>1</sup> The poll revealed that, in the respondents' opinion, the improvement of the quality of teachers was necessary to improve the public's respect for the public schools. Most critics of teacher education have intrigued the public's curiosity by being hostile and negative toward the quality of teachers' work. In his article, "Why Teachers Can't Teach," Gene Lyons said it was "because they don't know anything. Teacher education is a massive fraud. It

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<sup>1</sup>George H. Gallup, "The Eleventh Annual Gallup Poll of the Public's Attitudes Toward the Public Schools," Phi Delta Kappan, September 1979, p. 34.

drives out dedicated people, rewards incompetence, and wastes millions of dollars. Our taxes pay for it all, but our children pay the real price."<sup>1</sup> The general public shows signs of dissatisfaction about the quality of teachers; therefore, the programs that prepare teachers in our colleges and universities are coming under attack.

Criticism of teacher education is not only being expressed by the general public, but it is being attacked by educators themselves who feel that their preservice education did not prepare them for some of the problems with which they must contend. The Study Commission on Undergraduate Education and the Education of Teachers established by the U.S. Office of Education reported that teacher candidates indicate they are in no way getting the individual education they deserve, the connectedness to field experiences they want, the respect and openness they need, or the teaching skills and professional training they need to be a successful teacher. Also, over half of all new teachers rated their teacher education as poor to fair, and more than two-thirds of the high school teachers indicated dissatisfaction with their teacher education courses.<sup>2</sup> So there is criticism of teacher education programs by teachers and school administrators as well as by the general public.

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<sup>1</sup>Gene Lyons, "Why Teachers Can't Teach," Texas Monthly, September 1979, p. 123.

<sup>2</sup>A Report by the Study Commission on Undergraduate Education and the Education of Teachers, Teacher Education in the United States: The Responsibility Gap (Lincoln, Nebraska: University of Nebraska Press, 1976), p. 42.

### Background Information

As a result of the growing dissatisfaction, many states have embarked upon new programs which address the quality of teacher preparation. These programs are being established by legislative action, State Board of Education action, or a combination of both. The programs mandated have included various combinations of teacher competency testing, internships, staff development requirements, more stringent screening requirements of students entering colleges of education, additional degree requirements, and longer programs of preservice.

James B. Conant in his book, The Education of American Teachers, recommended:

For certification purposes the state should require only (a) that a candidate hold a baccalaureate degree from a legitimate college or university, (b) that he submit evidence of having successfully performed as a student teacher under the direction of college and public school personnel in whom the state department has confidence, and in a practice-teaching situation of which the state department approves, and (c) that he hold a specially-endorsed teaching certificate from a college or university which, in issuing the official document, attests that the institution as a whole considers the person adequately prepared to teach in a designated field and grade level.<sup>1</sup>

This practice has been used for many years as a process of certifying that a person is qualified to teach in a particular state.

The fact is, however, that policy decisions about the preparation and certification of teachers are no longer made by educators alone. These decisions are being made by individuals and groups who are deeply involved in the political processes of a state. The growth and importance of legislatures and state departments of education in teacher education can be

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<sup>1</sup>James Bryant Conant, The Education of American Teachers (New York: McGraw-Hill Book Company, 1964), p. 210.

seen in the mandated programs dealing with the licensure and certification of education personnel. It appears that the political future in teacher education will be one where state educational legislation will become a prominent factor. The myth of the separation of politics and education is being obliterated in state after state as practitioners and legislators deal with complex educational issues.

In the state of Oklahoma, the Legislature has been very active in outlining educational policy. In the past, most matters concerning teacher education and certification have been dealt with by the Professional Standards Board and the State Board of Education. However, in light of the growing dissatisfaction by the general public with teachers and the demand by teachers for higher salaries, the 1980 Oklahoma Legislature passed a comprehensive piece of legislation dealing with teacher education and certification. This legislation was developed over almost a year's time through the efforts of the Interim Joint Education Committees and the Legislature. Input was received from parents, teachers, administrators, deans of colleges of education, and other interested parties. As a result of this input, and as a result of a tremendous effort on the part of many people, this new program, which was entitled House Bill 1706, became law.

The four major concepts in teacher education addressed by House Bill 1706 are:

1. Strengthening the screening requirements of students entering a college of education and providing additional field experiences in the preservice program
2. An internship of at least one year but no more than two years
3. Testing teachers in the curriculum areas in which they will be teaching

4. A staff development program in all school districts

Other issues are addressed in House Bill 1706, but the primary thrust of the legislation focuses on the four areas listed above. The intent of the Legislature in House Bill 1706 was to establish qualifications of teachers in the accredited schools of Oklahoma through licensing and certification requirements to ensure that the education of the children of Oklahoma will be provided by teachers of demonstrated ability.

According to the Study Commission on Undergraduate Education and the Education of Teachers, statements by practicing teachers about their teacher education experience single out the need for earlier and more field experiences during the preservice program. The implication here is that people are being placed in professional or "expert" roles without having had the experience or without being given the intellectual tools that would make them confident in such roles.<sup>1</sup> A survey by the Regents of Higher Education in Oklahoma indicated that students entering colleges of education had low grade point averages and American College Testing scores compared with students entering other colleges at the university level. The Legislature voiced its concern about entrance requirements and field experiences. Therefore, House Bill 1706, Section 6, requires that the State Department of Education and the Professional Standards Board develop a plan to strengthen the screening requirements of students seeking admission into the colleges of education. Criteria of the plan shall include substantial evidence that persons who enter teacher education programs demonstrate competency in the oral and written use of the English language and that such persons meet a minimum grade point average.

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<sup>1</sup>Study Commission, Teacher Education, p. 43.

Criteria shall also include a greater emphasis upon field work, and teacher candidates must provide evidence of having worked with children or youth in a variety of situations.

The respondents on the Eleventh Annual Gallup Poll of the Public's Attitudes Toward the Public Schools indicated widespread agreement of state board examinations for teachers. They felt that such a test should be in addition to meeting college requirements for graduation and in addition to the state's requirements for certification. Researchers from the Education Commission of the States report that thirty-six states require minimum competency exams for students wishing to receive a high school diploma. They predict that there will be a big drive by states to test the competency of new teachers. The testing movement is underway in several states and large school districts across the nation.

Most of the activity concerning testing centers on new or prospective teachers, their knowledge of basic skills areas and their teaching field. House Bill 1706, Section 9, requires that the State Department of Education develop curriculum examinations in every area of certification offered by the State Board. The purpose of the examinations is to insure the academic achievement of each teacher in the areas in which such teacher is certified to teach. No teacher candidate shall be eligible for licensing until he or she has passed this examination, and certification shall be limited to those subject areas in which the licensed teacher has received a passing grade.

In the 1900's, the activities of the beginning teacher--which included further study usually offered by an institution of higher education, some systematic supervision, and actual teaching experience which extended



beyond student teaching requirements but was still prior to initial teaching certification--were commonly referred to as an internship. If certification or licensing was involved initially, then the program became known as an intern residency. Internships have been a part of a teacher education in some instances throughout the twentieth century. A historical review of internships in teaching indicates that (1) attempts to accommodate the beginning teacher have commonly been through an internship, (2) the teacher internship is not a new idea, (3) the internship has been influenced by political, economic, and social climates in general and by teacher supply in particular. Thus, in some respects, the internship has not addressed the needs of the beginning teacher directly. (4) The internship has slowly evolved into a more diverse and comprehensive notion that is supported by various constituents.<sup>1</sup>

A 1968 review of the existing internship programs identified the following commonalities:

1. Designed primarily to extend the professional laboratory experiences during which the teacher candidate could assume greater professional responsibility
2. Graduate programs leading to a masters degree
3. Considered as having a reduced teaching load; i.e., from one-half to four-fifths that of a full-time teacher
4. To provide the intern with a salary proportionate to the beginning teacher's salary and paid by the local public school or a supporting foundation

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<sup>1</sup>Kenneth R. Harvey and Richard H. Bents, "A Historical Perspective," as found in Toward Meeting the Needs of the Beginning Teacher (Minneapolis: Midwest Teacher Corps Network and University of Minnesota at St. Paul Teacher Corps Project, 1979), p. 17.

5. To provide supervision of interns by persons from local schools and persons from the sponsoring teacher education institution, all of whom had special training or preparation in supervision.<sup>1</sup>

House Bill 1706, Section 8, required that the Oklahoma State Department of Education develop an intern program. The program is entitled an Entry-Year Assistance Program. The beginning teacher, referred to as the entry-year teacher, will serve as a teacher under the guidance and assistance of an entry-year assistance committee. This committee is charged with the responsibility of making a recommendation to the State Board of Education on whether or not the entry-year teacher should be certified. An entry-year teacher may serve a second year of internship if the committee recommends non-certification, but such service shall be under the guidance and assistance of a different entry-year assistance committee.

The knowledge and skills necessary to meet the individual needs of students as they relate to any curriculum area cannot be fully addressed in a preservice teacher education program. The concept of inservice education has been in existence for a long time as a result of the recognized limitations inherent in the preservice education of teachers. An excerpt from the funding proposal of the National Council of States on Inservice Education stated:

A variety of economic and population factors have created a situation wherein it is unlikely that the nation's teaching force will be appreciably changed by an influx of new teachers into the profession. The declined birthrate, as well as economic factors, has resulted in the decline of new teaching

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<sup>1</sup>H. Gardner, Internships in Teacher Education: Forty-seventh Yearbook 1968 (Washington, DC: The Association for Student Teaching, 1968), pp. 10-11.

positions and the stabilization of the present teaching force. Moreover, since a sizable number of the present teaching force is below the age of forty and because of the dramatic decline in the mobility rate, it is not likely that a large number of teachers will be leaving the profession in the near future. Among other things, the teaching force will be composed of individuals who are currently employed. Therefore, we must recognize that in the years ahead, greater attention must be devoted to providing increased and expanded inservice education opportunities for school staffs. Unfortunately, to date, this facet of teacher education has been largely neglected.<sup>1</sup>

The concept of staff development through inservice education is based on the assumption that there is a need for change and renewal and that all educators have a need to grow and to progress professionally. Staff development bears the burden of responsibility for responsiveness to educational needs and for the initiative for change. Any school district committed to a program of quality education must be committed to a program of staff development.

House Bill 1706, Section 11, requires that local boards of education establish staff development programs for teachers and administrators. The staff development programs will be designed by a local staff development committee which shall include classroom teachers, administrators, and parents of the local school district. The programs adopted may include but shall not be limited to, inservice programs and higher education courses. The intent of the Legislature is to establish a staff development procedure whereby all teachers of the state shall continue their education beyond initial licensing and certification to ensure that the children of the state are taught by professional educators, fully trained in their areas of expertise. These

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<sup>1</sup>Excerpt from 1977-78 funding proposal of National Council of States on Inservice Education, p. 3.

staff development programs are to be designed to help teachers enrich their professional abilities.

Many questions have been raised by educators concerning House Bill 1706 and its implementation. While many of these questions can be answered very directly through the law, there are some questions that need to be answered through research. A review of House Bill 1706 along with actual experiences in the area of teacher education and certification led to the formulation of the following statement of the problem.

#### Statement of Problem

The purpose of this study was to determine whether or not there was a difference of opinion among public school teachers, public school administrators, members of local boards of education, and college personnel concerning the four major concepts set forth in House Bill 1706. The major questions to be investigated were as follows:

1. Was there a difference in the way that teachers, administrators, school board members, and college of education personnel perceived House Bill 1706 as being a program that is necessary to improve the quality of teaching in the state of Oklahoma?
2. Was there a difference in the way that teachers, administrators, school board members, and college of education personnel perceived the strengthening of undergraduate programs in the colleges of education in Oklahoma?
3. Was there a difference in the way that teachers, administrators, school board members, and college

of education personnel perceived the concept of the entry-year assistance program as presented in House Bill 1706?

4. Was there a difference in the way that teachers, administrators, school board members, and college of education personnel perceived the concept of the curriculum competency exams as presented in House Bill 1706?
5. Was there a difference in the way that teachers, administrators, school board members, and college of education personnel perceived the concept of staff development programs as presented in House Bill 1706?

#### Hypotheses to be Tested

In order to accomplish the purpose of the study and to answer the questions posed in the Statement of Problem, the following hypotheses statements were developed and tested:

- Ho<sub>1</sub> There is no significant difference among the frequency of responses of teachers, school administrators, school board members, and college of education personnel that the program emphasized in House Bill 1706 is necessary to improve the quality of teaching in the state of Oklahoma.
- Ho<sub>2</sub> There is no significant difference among the frequency of responses of teachers, school administrators, school board members, and college of education personnel on the concept of strengthening the undergraduate programs in the colleges of education in Oklahoma.
- Ho<sub>3</sub> There is no significant difference among the frequency of responses of teachers, school administrators, school board members, and college of education personnel on the concept of entry-year assistance programs.

Ho<sub>4</sub> There is no significant difference among the frequency of responses of teachers, school administrators, school board members, and college of education personnel on the concept of teacher competency examinations in curriculum areas.

Ho<sub>5</sub> There is no significant difference among the frequency of responses of teachers, school administrators, school board members, and college of education personnel on the concept of staff development programs.

In addition to the null hypotheses, there will be other possible comparisons among and between the various groups. These comparisons will be considered secondary and will be dependent upon the data collected. They could also offer a more thorough explanation of the possible differing perceptions among the groups participating.

#### Theoretical Framework

J. W. Getzels and E. G. Guba set forth a framework for the study of behavior in a social system. They stated that observed behavior in a social system is always a function of the interaction between the institutional goals and role expectations and the individual goals and personality dispositions. The first aspect constitutes the normative or nomothetic dimension of behavior, and the other aspect constitutes the personal or idiographic dimension of behavior. Getzels and Guba have represented the relationship pictorially as shown in Figure 1.<sup>1</sup>

A given act is conceived as deriving simultaneously from the normative and the personal dimensions, and performance in a social system is conceived as a function of the interaction between the role and personality. That is to say, a social act may be understood as resulting from the

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<sup>1</sup>J. W. Getzels and E. G. Guba, "Social Behavior and the Administrative Process," School Review 65 (1957), p. 429.

individual's attempts to cope with an environment composed of patterns or expectations for behavior in ways consistent with his or her own pattern of needs and dispositions. Thus, by way of a shorthand notation, we may write the general equation  $B = f(R \times P)$ , wherein B is observed behavior; R is a given institutional role defined by the expectations attaching to it; and P is the personality of the particular role incumbent defined by his or her need dispositions.<sup>1</sup>

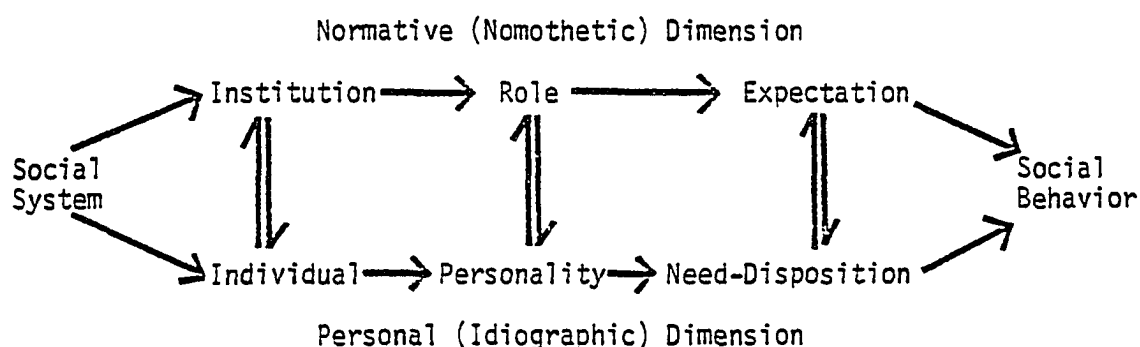


Figure 1. Source: Getzels and Guba's Normative and Personal Dimensions of Social Behavior.

Getzels stated that the major problem of behavior in a social system involves a central issue: What are the dynamics of the interaction between the externally defined role expectations and the internally given need-dispositions?<sup>2</sup> Getzels also notes two concepts that may be applied to this issue. One is the concept of role-set from sociological theory, and the other is the concept of selective perception from psychological theory.<sup>3</sup>

<sup>1</sup>Ibid., p. 429

<sup>2</sup>Jacob W. Getzels, James M. Lipham, and Ronald F. Campbell, Educational Administration as a Social Process (New York: Harper & Row, Publishers, 1968), p. 83.

<sup>3</sup>Ibid., p. 83.

We may conceive of the prescribed normative relationship between any two complementary role incumbents in a role-set--the means and ends of the interaction between them as set forth in, say, a table of organization--as being enacted in two private situations, one embedded in the other. On the other hand, there is the prescribed relationship as perceived idiosyncratically and organized privately by one role incumbent in terms of his own needs, dispositions, and projections; on the other hand, there is the same prescribed relationship as perceived idiosyncratically and organized privately by the other role incumbent in terms of his needs, dispositions, and projections. That is, each individual structures the presumably common objective situation selectively.<sup>1</sup>

This is what Getzels referred to as selective perception.

Perception refers to the acquisition of specific knowledge about objects or events directly stimulating the senses at any particular moment.<sup>2</sup> Thus, perception involves the interpretations of objects, symbols, and people in the light of pertinent experiences. Consequently, people tend to select information and to make interpretations that support their viewpoints. Therefore, when we say that two complementary role incumbents understand each other, we mean that their perceptions and the private organization of their mutual expectations overlap and are relatively congruent. When we say that they do not understand each other, we mean that their perceptions and the private organization of the prescribed complementary expectations do not overlap and are incongruent.<sup>3</sup>

Many kinds of observations of social and individual behavior can be and have been made. Some of these have involved inferred traits or needs; others have related to perceptions or to states of consciousness.

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<sup>1</sup>Ibid., p. 86.

<sup>2</sup>Rudolf Pinter et al, Educational Psychology (New York: Harper and Row, Publishers, 1970), p. 74.

<sup>3</sup>Getzels, Educational Administration, p. 87.



By the criterion of logic, a theory that takes any of these phenomena as its basic reference event is acceptable.<sup>1</sup> Parsons indicated that a person plays a role based on the person's perceptions of the expectations of the system.

The purposes of this study was to examine the perceptions of role incumbents such as teachers, administrators, school board members, and college of education personnel. Based upon the concept of selective perception as presented by Getzels, the purpose of this study was to examine the degree of congruence or incongruence caused by the selective perceptions of House Bill 1706 by the role incumbents.

#### Significance of the Study

House Bill 1706 was a major piece of legislation passed by the Oklahoma Legislature. The success of this legislation and the implementation of all aspects are dependent upon the proper identification of areas of concern of various groups and the ability of these groups to compromise on solutions to identified problems. The interest in this legislation is evident through the controversy that it has created. This study can serve as valid research for educators and legislators to use in their efforts to make House Bill 1706 a workable piece of legislation. The study can serve as a basis for future legislation and State Board of Education regulations. The points of identification in the study may indicate areas that require immediate attention and others that may be resolved through future implementation efforts. The study

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<sup>1</sup>Talcott Parsons and Edward A. Shils, Toward a General Theory of Action (Cambridge, Mass.: Harvard University Press, 1951), p. 467.

can serve as a basis for the future of teacher education and certification in the state of Oklahoma and elsewhere.

#### Operational Definitions

1. House Bill 1706: Legislation passed by the Second Regular Session of the 37th Legislature of the State of Oklahoma for the purpose of establishing qualifications of teachers in the accredited schools of Oklahoma through licensing and certification.
2. Board: The State Board of Education.
3. Licensed Teacher: Any person who holds a valid license to teach, issued by the Board in accordance with this act and the rules and regulations of the Board.
4. Staff Development Program: The program mandated by this act for the continuous improvement and enrichment of the certified and licensed teachers of this state.
5. Teacher Education Faculty Development Committee: The committee recommended by this act for the continuous improvement and enrichment of higher education instructors in the colleges of education.
6. Department: The State Department of Education.
7. Entry-year Assistance Committee: A committee in a local school district for the purpose of reviewing the teaching performance of an entry-year teacher and making recommendations to the Board. An entry-year assistance committee shall consist of a teacher consultant, the principal or an assistant principal of the employing school or an administrator designated by the local board and a teacher educator in a college or school of education of an institution of higher learning, or a teacher educator in a department or school outside the institution's college of education. Provided that, if available, qualified teacher consultants shall have expertise in the teaching field of the entry-year teacher and, if possible, the higher education members of the entry-year assistance committee shall have expertise and experience in the teaching field of the entry-year teacher. However, in all cases, at least one member of the entry-year assistance committee shall have expertise and experience in the field of the entry-year teacher.

8. Entry-year Teacher: Any licensed teacher who is employed in an accredited school to serve as a teacher under the guidance and assistance of a teacher consultant and an entry-year assistance committee. Any such person shall have completed the program of the college or school of education of the accredited institution of higher learning from which the person has been graduated and shall have passed a curriculum examination in those subject areas of approval in which the entry-year teacher seeks certification.
9. Certified Teacher or Certificated Teacher: Any teacher who has been issued a certificate by the Board in accordance with this act and the rules and regulations of the Board.
10. Teacher Consultant: Any teacher holding a standard certificate who is employed in a school district to serve as a teacher and who has been appointed to provide guidance and assistance to an entry-year teacher employed by the school district. A teacher consultant shall be a classroom teacher and have a minimum of two (2) years of classroom teaching experience as a certified teacher. No certified teacher shall serve as a teacher consultant more than two (2) consecutive years, although such certified teacher may serve as a teacher consultant for more than two (2) years.  
  
A teacher consultant shall be selected by the principal from a list submitted by the bargaining unit where one exists. In the absence of a bargaining agent, the teachers shall elect the names to be submitted. No teacher may serve as a teacher consultant for more than one entry-year teacher at a time.
11. Instructor: Any individual who is employed in a teaching capacity in an institution of higher education approved by the Board for the preparation of education personnel.<sup>1</sup>

#### Assumptions

It was necessary to make several assumptions in order to make the proposed study possible. The major assumptions were as follows:

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<sup>1</sup>Oklahoma Session Laws, 1980, 37th Legislature, Second Regular Session, pp. 675-676.

1. It was assumed that the samples of classroom teachers, administrators, school board members, and college of education personnel were a true representation of the larger population since they were randomly selected.
2. It was assumed that the data collection instrument was valid and reliable as far as could be determined.
3. It was assumed that the samples from each of the four groups would permit generalizations to the larger population.
4. It was assumed that the data collection instrument would give an accurate representation of House Bill 1706 in terms of legislative intent and implementation procedures.

#### Limitations of the Study

The major limitations of this study are outlined as followed:

1. The sample of classroom teachers was limited to a random sample of two hundred and fifty. This sample was taken from the population of classroom teachers who serve as chairpersons of local staff development committees. This was done for ease of sampling and because these people would be more familiar with House Bill 1706. The sample was stratified by geographic region and size of school district and was representative of approximately 32,000 teachers.
2. The sample of school administrators was drawn on a proportionate basis according to the number of superintendents, elementary principals, junior high

principals, and high school principals. Each group's sample was chosen by geographic region and size of school district. The sample size was one hundred, representing an approximate population of 2,200.

3. The sample of school board members was limited to a random sample of one hundred participants. This sample was chosen from present school board presidents and represented a population of approximately 2,700 school board members.
4. The sample of college of education personnel was chosen from full-time instructors in the colleges or programs of education in the twenty institutions of higher education in Oklahoma that have approved programs of teacher education. The sample size was one hundred.

#### Procedures

The purpose of this study was to investigate whether or not there was a difference of opinion among public school teachers, public school administrators, members of local boards of education, and college personnel concerning the four major concepts set forth in House Bill 1706. To determine the extent of conflict among the groups, five hypotheses statements were developed.

To test the hypotheses, a four-part opinionnaire composed of Likert-type scales was developed. The opinionnaire consisted of one hundred and two items developed by taking statements from the law and from the State Board of Education Rules and Regulations. Once the content validity and reliability had been established for the opinionnaire, it

was used as the data collection instrument for the study.

The opinionnaire was administered to a stratified random sample of classroom teachers, public school administrators, local school board members, and college of education personnel. The stratification for the sample was designed according to geographic region and size of school district.

Analyses were made from a 73% opinionnaire return. Hypothesis One was tested using the analysis of variance technique, and the remaining hypotheses statements were tested using the chi-square test. Acceptance or rejection of null hypotheses statements was based on the .05 level of significance.

#### Organization of the Study

The introduction, background information, statement of problem, hypotheses to be tested, theoretical framework, significance of the study, and organization of the study have been presented in Chapter I. Chapter II contains the selected review of literature. The methodology is presented in Chapter III. Chapter IV contains the analysis and interpretations of data. The summary, findings, implications, and conclusions are presented in Chapter V.

## CHAPTER II

### REVIEW OF LITERATURE

#### Introduction

There is an extensive and growing volume of literature on teacher education. It includes numerous research studies, surveys, articles, books, and laws governing teacher certification which pertain to the various areas of teacher preparation.

The literature reviewed in this chapter was selected on the basis of its relevance to the problem under study. The related literature was classified into six categories which addressed teacher education and certification. The categories included: historical development of teacher education, teacher education and certification in Oklahoma, strengthening entrance requirements and preservice programs, teacher internships, teacher competency testing, and staff development.

#### Historical Development of Teacher Education

There are three functions normally accorded to a college or university: the preservation of knowledge, the transmission of that knowledge to the next generation of students, and the application of

that knowledge to the solution of the problems of society.<sup>1</sup> During the Middle Ages, the major function of universities was the preservation of knowledge, and a secondary purpose was the transmission of knowledge to students. The universities of the Middle Ages were primarily liberal arts colleges and universities. Graduates of these liberal arts colleges eventually became teachers in those colleges so that one of the functions of the colleges, perhaps the oldest, was teacher education.<sup>2</sup> Graduation from a university was the certificate of admission to the guild of professional teachers, and the traditional arts and literature curriculum was thought to constitute the ideal curriculum for the preparation of teachers.<sup>3</sup> An understanding of the early development of teacher education in the United States is based upon a recognition that a traditional liberal education was thought to include the essential intellectual components of an ideal teacher education program.

In England, toward the end of the reign of Henry VIII, Richard Mulcaster set forth the idea of the systematic preparation of teachers. He wanted to make teaching a profession on a par with medicine, theology, and the law, which were the three recognized professions of that time.<sup>4</sup> He set forth recommendations for university courses in teacher training. These recommendations went unheeded for nearly three and one-half centuries. However, in western Europe in the seventeenth century, there were indications that teaching was developing as a recognizable profession even though teachers were not formally trained as other professionals.

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<sup>1</sup>M. L. Cushman, The Governance of Teacher Education (Berkeley, California: McCutchan Publishing Company, 1977), p. 19.

<sup>2</sup>Ibid.

<sup>3</sup>Ibid.

<sup>4</sup>Ibid., p. 20.



In the United States, Massachusetts established what has often been referred to as the first public school in the United States by the Satan Deluder Law of 1647. Between 1647 and the 1800's, no institution was founded for the express purpose of preparing teachers for the common schools. Colleges and universities had been established, but their primary function was that of preparing ministers.

The common schools of this era, where more than seventy-five percent of the children got their only schooling, were poor indeed. The quality of the common schools deteriorated steadily, simply because the quality of teaching was poor.<sup>1</sup> By 1825 there was a distinct feeling of dissatisfaction in many parts of the United States with the existing plan and system of teaching.<sup>2</sup> Teaching was a temporary vocation, a part-time job seldom pursued as a career. The education of most teachers consisted of their own years in an elementary school. In other words, teachers offered the same amount of education to their students as that to which they had been exposed.

The means to improve that state of affairs began to take shape in the 1820's and 1830's, alongside and partially prompted by the development of the American public school. In the early nineteenth century, specialized teacher training institutions were developing in Prussia and France, many of them--especially the Prussian ones--built on the educational philosophies of Johann Henrich Pestalozzi, a Swiss educator.

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<sup>1</sup>Martin Haberman and T. M. Stinnett, Teacher Education and the New Profession of Teaching (Berkeley, California: McCutchan Publishing Company, 1973), p. 29.

<sup>2</sup>Charles A. Harper, A Century of Public Teacher Education (Washington, D.C.: National Education Association, 1939), p. 13.

Pestalozzi's contribution to the training of teachers emanated from his beliefs about the education of children. Teaching should heed a child's instincts rather than impose learning on them, he thought. It should also be oriented to what a child could see, hear and touch in his or her immediate environment. For teaching to do that, teachers needed special training in the nature of the child. Hence the special teacher training institution. The French dubbed it ecole normale. Normale came from the Latin norma, literally a carpenter's square, figuratively a model, a principle. The French meant a school (ecole) in which the rules or principles of teaching were taught. The Americans translated this as "normal school".<sup>1</sup>

In 1823, an energetic Congregational minister of Concord, Vermont, opened a private academy for the preparation of teachers. It was much like any other academy of the time except that the Reverend Samuel R. Hall gave a series of lectures on "schoolkeeping" to the prospective teachers. It was Hall who wrote the first widely used text on education to be published in America.<sup>2</sup> His Lectures on Schoolkeeping was used in normal schools for several years.

Education was assuming a larger role in American life. Industrialization, complexity in business organization and methods, scientific achievements, and the growing functions of government were pointing more

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<sup>1</sup>Roy A. Edelfelt and Margo Johnson, "A History of the Professional Development of Teachers," in The 1981 Report on Educational Personnel Development, ed. C. Emily Feistritzer (Washington, D.C.: Feistritzer Publications, 1980), p. 2.

<sup>2</sup>Charles A. Harper, A Century of Public Teacher Education (Washington, D.C.: National Education Association, 1939), p. 13.

and more to the fact that success demanded schooling.<sup>1</sup> The first instance of state support for teacher training came in 1934 in New York in the form of appropriations for teacher training departments in academies.

In January of 1825, the Reverend Thomas H. Gallaudet of Hartford, Connecticut, wrote a Plan of A Seminary for the Education of the Instructors of Youth which set forth propositions basic to the early development of teacher education. He felt that an institution should be established in every state for the purpose of training those persons entering the profession of instructors of youth. In February of 1825, articles by James G. Carter appeared in the Boston Patriot. He believed that institutions for the preparation of teachers were a public obligation, not a private one, and that the state should set a uniform standard for the preparation of all teachers. Because of his intensive campaign for state normal schools, he was to become known as the "Father of American Normal Schools".<sup>2</sup> As an influential political figure and member of the Massachusetts legislature, Mr. Carter was able to secure passage of the bill creating the State Board of Education of Massachusetts of which Horace Mann was named first secretary in 1837.<sup>3</sup>

In 1838, the year after the Massachusetts State Board of Education was created, Edmund Dwight, a friend of Horace Mann and a member of the Board, offered a donation to be used for the purpose of teacher education. On April 19, 1838, Governor Edward Everett signed a bill authorizing the establishment of three normal schools. The first public

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<sup>1</sup>Ibid., p. 11.    <sup>2</sup>Habermann and Stinnett, Teacher Education, p. 31.

<sup>3</sup>Harper, A Century of Public Teacher Education, pp. 16-17.

normal school was established in July 1839 in Lexington, Massachusetts. Another normal school was established at Barre in September of 1839 and at Bridgewater in September of 1840. All three were designated state normal schools in 1845. The curriculum of these schools consisted of the usual subjects that were taught in the district schools: reading, writing, arithmetic, geography, grammar, spelling, composition, vocal music, drawing, physiology, algebra, geometry, philosophy, methods of teaching, and reading of the scriptures.<sup>1</sup>

Other states followed a similar pattern. In 1844, a bill was passed in New York that established a state normal school at Albany. In Connecticut the leading proponent of the normal school movement was Henry Barnard who later migrated to Rhode Island. While Barnard was in Rhode Island, he wrote and spoke extensively on the subject of state normal schools, and he got the state to make one district school in each town or county a model school that inexperienced teachers could visit to observe demonstrations of good teaching.<sup>2</sup> The New Jersey legislature established the ninth state normal school in the nation in 1856--the New Jersey State Normal and Model School.<sup>3</sup> By 1860, there were thirteen public normal schools in the country, including one maintained by the City of St. Louis.<sup>4</sup>

With the founding of Michigan State Normal in 1853, the normal school movement really became a national movement.<sup>5</sup> It also marked the

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<sup>1</sup>Habermann and Stinnett, Teacher Education, p. 32.

<sup>2</sup>Ibid., p. 34.

<sup>3</sup>Ibid.

<sup>4</sup>Cushman, The Governance of Teacher Education, pp. 22-23.

<sup>5</sup>Habermann and Stinnett, Teacher Education, p. 36.

beginning of the westward expansion of the normal school. According to Charles Harper:

When the Michigan State Normal was opened in 1853 as the first western state-supported institution for teacher education, there were only five such institutions in the United States. By 1875 there were seventy normal schools receiving appropriations from states besides nearly a dozen receiving support from counties, and fully that many from cities. On July 3, 1839, there were over 23,000. By 1875 state normals had been located in twenty-five states from Maine to California and from Louisiana to Minnesota. By 1880, Maine, Minnesota, and Vermont had three each, Wisconsin four, Missouri five, Massachusetts and West Virginia six, New York eight, and Pennsylvania ten.<sup>1</sup>

Further evidence of the growth of the normal school movement has been documented in the Report of the United States Commission of Education, 1889-90, which listed 135 public normal schools, state and city, with 26,543 students in the teacher training departments.<sup>2</sup>

The American normal school in the four decades from 1860-1900 undoubtedly gained a secure place in public confidence and approval.<sup>3</sup> The success of the normal school movement was due to the inherent reasonableness of the idea that teachers need specific training in an institution devoted entirely to that end. Secondly, the normals gained public favor because it was abundantly evident that former students and graduates of these schools were better teachers than those educated elsewhere.<sup>4</sup> Although these schools were founded to meet the demand for

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<sup>1</sup>Harper, A Century of Public Teacher Education, p. 72.

<sup>2</sup>Edward A. Krug, Salient Dates in American Education, 1635-1964 (New York: Harper and Row, 1964), p. 70.

<sup>3</sup>Harper, A Century of Public Teacher Education, p. 94.

<sup>4</sup>Ibid.

a supply of teachers to serve in newly created public school systems, there were many variations in the organization, curriculum, and management of these schools depending upon local needs.<sup>1</sup>

Throughout the period of normal schools, the trend was toward requiring high school graduation for admission. By the 1900's, the tendency was to have a two-year course for high school graduates and a four-year course for those with less preparation. The entrance requirements were generally good health, minimum age of sixteen to eighteen years, certificate of good moral character, and an examination on the common branches taught in the district schools.<sup>2</sup>

The curriculum of the normal school was varied. There were those who claimed that anyone who knew a subject could teach it. On the other hand, there were those who held that only strictly professional courses should be taught in these institutions. By 1900, curriculum offerings were appearing based on both schools of thought, and the normal schools were offering a wide variety of courses which might prepare a student for teaching in special subjects or types of positions.

The period of the "normal school" was very significant in the history and development of teacher education programs. According to Charles A. Harper, the normal schools made several significant contributions to the development of teacher education:

1. Normal schools were transforming teaching into a profession
2. Teacher-preparation institutions must ever remain close to the needs of the public schools and the public at large

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<sup>1</sup>Ibid., p. 98.

<sup>2</sup>Ibid., p. 105.

3. The concept of inservice education
4. The development of the concept of professionalized subject matter
5. A tendency to emphasize the laboratory phases in teacher education
6. The activities formerly considered purely extra-curriculum on the part of students should be looked on as part of their preparation for teaching
7. The pragmatic attitude of the normal schools to curricularize any type of experience activity that is needed in order to prepare a teacher to function in society.<sup>1</sup>

The growth of normal schools reached its peak around 1920 (see Table 1).<sup>2</sup> Normal schools gradually evolved into "teachers colleges". This was not the result of weaknesses or failure of the normal schools but was the result of new developments in education. The transition to the teachers colleges was an evolutionary step in the educational development of our country. The reasons for this evolution are many: The average level of education of the population was rising; more and more jobs were beginning to require high school graduation; the public and the profession itself were demanding more training for teachers; teacher education was gaining respectability; a good general education had become recognized as essential for all teachers; specialization in a major field required more time; and certification or licensure authority was becoming centralized in state departments of education, resulting in more rapid raising of standards of preparation that were also more uniform.<sup>3</sup>

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<sup>1</sup>Ibid., pp. 113-128.

<sup>2</sup>Edelfelt and Johnson, "Professional Development of Teachers," p. 4.

<sup>3</sup>Ibid., p. 5.

TABLE 1  
GROWTH OF THE UNITED STATES, THE U.S. POPULATION, SCHOOL ENROLLMENT AND STAFF, TEACHER PREPARATION  
INSTITUTIONS, AND STATES REQUIRING THE BACHELOR'S DEGREE FOR CERTIFICATION, 1870-1978

Year	No. of States	U. S. Population	Public School Enrollment		No. of Public School Teachers	No. of Institutions Preparing Teachers			No. of States Requiring Bachelor's Degree for Cert.	
			Elementary School	High School		Normal Schools	Teachers Colleges	Total Institutions Preparing Teachers	Elementary School Teachers	Secondary School Teachers
1870	37	39,818,000	6,792,000	80,000	201,000	69	0	78	0	0
1880	38	50,156,000	9,757,000	110,000	287,000	no data	0	no data	0	0
1890	44	62,948,000	12,520,000	203,000	364,000	204	0	234	0	0
1900	45	75,995,000	13,983,000	519,000	423,000	289	2	no data	0	2
1910	46	90,492,000	16,899,000	915,000	523,000	247	12	379	0	3 <sup>c/</sup>
1920	48	104,512,000	19,378,000	2,200,000	657,000	326	46	no data	0 <sup>c/</sup>	10 <sup>c/</sup>
1930	48	121,770,000	21,279,000	4,399,000	843,000	212	134	839	2 <sup>c/</sup>	23
1940	48	130,880,000	18,833,000	6,602,000	875,000	103	186	no data	11	40 <sup>d/</sup>
1950	48	148,665,000	19,387,000	5,725,000	914,000	5	138 <sup>b/</sup>	1,005 <sup>b/</sup>	21	42 <sup>d/</sup>
1960	50	179,323,000	27,602,000	8,485,000	1,387,000	0	55 <sup>b/</sup>	1,150 <sup>b/</sup>	39	51
1970	50	203,212,000	32,597,000	13,022,000	2,131,000	0	16	1,246	47 <sup>d,e/</sup>	52
1978	50	216,332,000 <sup>a/</sup>	28,455,000	14,156,000	2,199,000	0	10 (est.)	1,365 (est.)	52 <sup>d,e/</sup>	52

a/ 1977 figure

b/ 1961 figure

c/ DC included in this and following figures in column

d/ Puerto Rico included in this and following figures in column

e/ 1980 figure

Sources: Clark, David L., & Guha, Egon G. A Study of Teacher Education Institutions as Innovators, Knowledge Producers, and Change Agents. Bloomington, Indiana: Indiana University, 1977.  
 Crazier, Benjamin W.; Betts, Gilbert L.; Greenleaf, Walter J.; Haples, Douglas; Dearborn, Ned H.; Carney, Mabel; & Alexander, Thomas. National Survey of the Education of Teachers, Vol. 6, Special Survey Studies. Washington, D.C.: U.S. Government Printing Office, 1935.  
 National Center for Education Statistics. Digest of Education Statistics 1979. Washington, D.C.: U.S. Government Printing Office, 1979.  
 National Center for Education Statistics. The Condition of Education (1980ec.). Washington, D.C.: U.S. Government Printing Office, 1980.  
 National Education Association, National Commission on Teacher Education and Professional Standards. Milestones in Teacher Education and Professional Standards. Washington, D.C.: The Association, 1964.  
 Stinnett, T. M. (Ed.). A Manual on Standards Affecting School Personnel in the United States. Washington, D.C.: National Education Association, 1974.  
 The World Almanac and Book of Facts 1975.; 1980. New York Newspaper Enterprises Association, 1975; 1980.



Also of primary importance and as a result of the rapid development of highschools, a movement took place on the part of universities to standardize and accredit highschools. In 1896, the North Central Association of Colleges and Secondary Schools was organized. Through its accrediting activities, it began to put pressure on the highschools to accept only teachers trained in colleges and who had a college degree. The modern teachers college was the answer to the challenge of the North Central Association that made the requirements general and forced the normals to meet their standards or get out of the field of preparing highschool teachers.<sup>1</sup>

The differences between teachers colleges and normal schools were several: A four-year versus a two- or three-year curriculum; study of subjects well beyond what was to be taught; the addition of a general education program more comparable to the liberal education provided for any baccalaureate degree; increased requirements in a major field; a full program of professional studies in history and foundations of education, and curriculum and teaching methods; and several forms of practicum culminating in student teaching.<sup>2</sup>

By 1920, as normal schools reached their peak in number, 46 teachers colleges (public and private) had been established. Over the next 20 years the number of teacher colleges (most of which developed from normal schools) increased fourfold, while the number of normal

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<sup>1</sup>Harper, A Century of Public Teacher Education, pp. 140-41.

<sup>2</sup>Edelfelt and Johnson, "Professional Development of Teachers," p. 6.

schools was reduced by two-thirds. By 1950, only five normal schools remained; and by 1960, there were none.<sup>1</sup>

The American state teachers college met many crucial tests but emerged in the third decade of the twentieth century as a strong, vigorous institution. Its definite triumph over the forces that wished to restrict and paralyze it gave it a new pride and a new incentive to further conquests. It was now a recognized collegiate institution, the state's chief agent for preparing all teachers needed by the public schools; and it was fairly adequately equipped to do something constructive in educating the kind of teachers to guide our troubled world along the path of democratic living.<sup>2</sup>

As Silberman points out, the success of the normal schools in meeting the educational needs of the period from 1840 to the early 1900's firmly established a "second tradition, emphasizing professional or technical training rather than liberal education."<sup>3</sup> The first tradition was the liberal arts training. At the same time, more and more faculty members in the normal schools were college graduates who "thought it would be more prestigious to be professors in a college than instructors in a normal school."<sup>4</sup> But even as the normal school evolved into the teachers college, the teachers college itself was being superseded. Many state teachers colleges became state colleges, and some of the state colleges became state universities as their mandate broadened. A few

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<sup>1</sup>Ibid.      <sup>2</sup>Harper, A Century of Public Teacher Education, p. 150.

<sup>3</sup>Charles E. Silberman, Crisis in the Classroom (New York: Random House, Inc., 1971), p. 418.

<sup>4</sup>Paul Woodring, "The Development of Teacher Education," Teacher Education, in NSSE Seventy-fourth Yearbook (Chicago, Illinois: University of Chicago Press, 1975), p. 5.

teachers colleges became affiliated with a university; and within universities, there were established departments, schools, or colleges of education. This major changeover occurred between the 1940's and 1960's. Today there are only about ten single-purpose teachers colleges in the United States. However, there are about 1,365 institutions that prepare elementary and secondary school teachers.<sup>1</sup>

One significant factor in the changeover occurred in 1948 when the American Association of Colleges for Teacher Education (AACTE) was formed through a merger of several other organizations. This organization became the national accrediting agency for teacher preparation. Additionally, concern for the quality of teacher education and higher standards for teacher education led to the formation of the National Council for Accreditation of Teacher Education (NCATE) in 1952.

This changeover from teachers colleges to teacher education programs in state colleges and universities occurred for many reasons. First, teacher educators saw the value of preparing teachers along with those students preparing for other fields. Second, there was a greater demand for public higher education, and expanding the program of existing colleges was easier than building new institutions. Third, some thought a strong liberal arts label would add respectability to teacher education. Finally, teacher education needed strong faculties in the arts and sciences both for general education requirements and for greater depth in a teaching specialty.<sup>2</sup> Generally, the changeover improved standards

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<sup>1</sup>Edelfelt and Johnson, "Professional Development of Teachers," p. 6.

<sup>2</sup>Ibid., pp. 6-7.

of preparation and the academic status of teacher education. Teacher education became accepted as a university function, and graduate schools of education were subsequently established.

During the course of the development of teacher education programs in the United States, there were several major studies that contributed to the evolution of teacher education to what it is today. In 1904, G. Stanley Hall published Adolescence, putting "the pedagogical spotlight on adolescence as a period of mental and physical development and stimulated inquiries into the psychological significance of adolescence".<sup>1</sup> Therefore, early in the 1900's, psychology began to have an impact on education in general and more specifically on teacher education. Psychology was redefined as "the science of behavior rather than the science of consciousness," and the focus of education purpose was effectively shifted from the promotion of understanding to the observable demonstration of desired behavior.<sup>2</sup> The behavioristic revolution that swept over American psychology between 1914 and 1920 had profound implications for teacher education for it directed the attention of teacher educators toward those methods and mechanisms that would reinforce the behavior thought to be appropriate for the classroom.<sup>3</sup>

In 1920, William Learned reported on a study of Missouri's public normal school system in The Professional Preparation of Teachers

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<sup>1</sup>Daniel Tanner and Laurel Tanner, Curriculum Development: Theory Into Practice (New York: Macmillan, 1975), p. 221.

<sup>2</sup>Woodring, "Development of Teacher Education," p. 13.

<sup>3</sup>B. J. Benham, "Teacher Training: The Futile 135-Year Search for a Foolproof Formula," paper presented by the annual conference of the American Educational Research Association, San Francisco, April 8-12, 1979, p. 4.

for American Public Schools. In this study, the author advocated the integration of the normal schools into the University of Missouri and recommended that high school graduation be required for admission to the normal schools.<sup>1</sup>

Between 1932 and 1935, the U.S. Office of Education published six volumes of survey findings of a study of teacher education directed by Edward S. Evenden.<sup>2</sup> These reports prompted a recommendation that at least two years of college be required for elementary teachers and four years for secondary teachers. Most recommendations of this study were aimed at the professionalization of teaching.

Between 1938 and 1944, a six-year study of teacher education was conducted by the American Council on Education's Commission on Teacher Education. The Commission's report, The Improvement of Teacher Education, published in 1946, reached the following conclusions on the preparation of teachers:

1. The recruitment and selection of prospective teachers should consider a variety of factors together--talent, background and interest.
2. Four years of collegiate study should be a minimum requirement.
3. Professors should learn how to counsel students.
4. Professors should study schools and inservice teachers first-hand.

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<sup>1</sup>William S. Learned, The Professional Preparation of Teachers for American Public Schools: A Study based upon an examination of tax-supported normal schools in the state of Missouri, Bulletin No. 14 (New York: Carnegie Foundation for the Advancement of Teaching, 1920), p. 390.

<sup>2</sup>E. S. Evenden, National Survey of the Education of Teachers. Vol. 6, Summary and Interpretations, Bulletin 1933, No. 10 (Washington, D.C.: Government Printing Office, 1935), Vol. I-VI, passim.

5. Student teaching should be full-time, in schools off campus.
6. Inservice education should be a component of teacher education.
7. Programs of inservice education should be keyed to the teacher's needs.<sup>1</sup>

In sponsoring this study, the American Council on Education drew attention to the fact that teacher education is a legitimate function of higher education institutions.

With the establishment of the American Association of Colleges for Teacher Education in 1948, the National Council for Accreditation of Teacher Education in 1952, and the launching of Sputnik by the Soviet Union in 1958, the concern about teacher education heightened. So urgent was the concern for the quality of teacher education that the National Commission on Teacher Education and Professional Standards (TEPS) convened three conferences on the subject in 1958, 1959, and 1960. The 1958 conference dealt primarily with the nature of the undergraduate program and succeeded in bringing together teacher educators and academic specialists. This conference was successful in soliciting agreement from both educators and academicians that knowing what to teach (subject matter) and how to teach (pedagogy) are both important and should be the responsibility of the entire university.<sup>2</sup> The 1959 conference dealt with models for the reform of teacher education and the existing differences in certification requirements from state to state. The 1960 conference focused on the issue of certification. According to Hodenfield and Stinnett, whose book The Education of Teachers is a record of the TEPS conferences,

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<sup>1</sup>American Council on Education, Teacher Education (Washington, DC: Commission of Teacher Education, 1946), p. 113.

<sup>2</sup>Benham, "Teacher Training," p. 8.

the following were among the recommendations that came out of the three TEPS conferences: (1) move teacher education into fifth year programs; (2) find a way of screening those persons to be used as cooperating teachers to ensure that only the excellent, or master teachers, are so used; (3) build more flexibility in the certification requirements; and (4) institute highly selective procedures for admission into teacher education.<sup>1</sup>

The American Association of Colleges for Teacher Education has made several contributions to the field of teacher education. In 1956 they presented a report, Teacher Education for a Free People, which contributed to furthering the quality of professional development. AACTE explored several issues in teacher education in a volume entitled Teachers for the Real World (1969). Outlines of a plan of education to prepare teachers for all children, regardless of their cultural background, were set forth in this publication.<sup>2</sup> In 1976, AACTE's Bicentennial Commission on Education for the Profession of Teaching published Educating a Profession that examined all aspects of American education and the teaching profession that were relevant to teacher education institutions.<sup>3</sup>

Many studies and contributions have been made to the field of teacher education. The battles of teacher education are well illustrated

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<sup>1</sup>G. K. Hodenfield and T. M. Stinnett, The Education of Teachers (Englewood Cliffs, New Jersey: Prentice Hall, 1961), p. 145.

<sup>2</sup>Othanel B. Smith, Saul B. Cohen, and Arthur Pearl, Teachers for the Real World (Washington, D.C.: American Association of Colleges for Teacher Education, 1969), p. ix.

<sup>3</sup>Robert B. Howsam, Dean C. Corrigan, George W. Denemark, and Robert J. Nash, Educating a Profession (Washington, D.C.: American Association of Colleges for Teacher Education, 1976), p. 1.

in these studies, be it subject matter versus pedagogy, the legitimacy of teacher education as a collegiate endeavor, the respective powers of certification and accrediting agencies to prescribe standards, or the quality-quantity argument in accrediting institutions.

In the foregoing review of the historical development of teacher education, it seems clear that the practice of teacher education reflects a number of sins of omission as well as commission. However, it is also clear that there have been significant improvements in the preparation of teachers. According to Cremin, there are four periods in the history of teacher education that have brought about improvements:

The history of teacher education in the United States, when seen against the development of American education in general, seems to divide itself into four chronological periods. The first of these is the Colonial Period (1600 to 1789) during which there was little interest in popular education and virtually no interest in teacher education per se. A second period embraces those years between 1789 and 1860 when Americans laid the foundations of their state public school systems--particularly at the elementary level--and established the first normal schools to meet the growing need for professionally prepared teachers. A third period covers the years from 1860 to 1910, a period when the vast expansion of elementary and secondary education was reflected in the teachers college, the introduction of teacher education into liberal arts colleges and universities, and the development of educational programs for teachers inservice. Finally, the fourth period covers the years since 1910 when rising enrollments, expanding curricula, and the growing efforts of state agencies and professional groups to raise educational standards have led to the upgrading of virtually every phase of teacher education.<sup>1</sup>

The historical development of teacher education in the United States reflects a path of progress and significant accomplishment. Table 2 presents a chronology of significant events in this development. The history is important because it provides a perspective on current problems

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<sup>1</sup>Lawrence A. Cremin, "The Heritage of American Teacher Education," Part I, Journal of Teacher Education 4, No. 2 (June 1953), p. 163.



TABLE 2<sup>1</sup>

## CHRONOLOGY OF SIGNIFICANT EVENTS IN THE PROFESSIONAL DEVELOPMENT OF TEACHERS

<u>Year</u>	<u>Event</u>	<u>Year</u>	<u>Event</u>
1823	Establishment of the first private normal school, in Vermont	1917	The Smith-Hughes Act
1825	Establishment of the first county certification authority, in Ohio		Establishment of the first teachers college organization, the American Association of Teachers Colleges (now the American Association of Colleges for Teacher Education)
1829	Publication of the first textbook on teaching, <u>Lectures on Schoolkeeping</u> by Samuel R. Hall	1920	The Missouri Study
1831	Establishment of the first professorship of education, at Washington College (Pennsylvania)	1925-28	The Commonwealth Teacher Training Study
1834	First instance of state support for teacher training, in New York, in the form of appropriations for teacher training departments in academies	1928-31	The National Survey of the Education of Teachers
1839	Establishment of the first public normal school, in Massachusetts	1938-44	The American Council on Education's Commission on Teacher Education
	Sponsorship of the first teachers institute, in Connecticut	1945	The American Association of Teachers Colleges' study of student teaching
1841	Establishment of the first normal department, at Wesleyan University (Connecticut)	1946	Establishment of the National Education Association's National Commission on Teacher Education and Professional Standards
1845	Sponsorship of the first state teachers institute, in Massachusetts	1952	Establishment of the National Council of Accreditation of Teacher Education
1857	Establishment of the first national teachers organization, the National Teachers Association (now the National Education Association)	1954	National Science Foundation sponsorship of its first high school teacher institute
1858	Establishment of the first normal school organization, the American Normal School Association	1956	Publication of <u>Teacher Education for a Free People</u>
1872	Establishment of the first summer school, at Harvard University	1958	The Second Bowling Green Conference, sponsored by the National Commission on Teacher Education and Professional Standards
1873	Establishment of the first department of pedagogy, at the University of Iowa		The National Defense Education Act
1890	Initiation of the first graduate instruction in education, at the University of the City of New York		Public Law 85-926, benefiting trainers of teachers of mentally retarded children
1894	High school graduation first required for admission to normal school, in Massachusetts	1961	Publication of <u>New Horizons for the Teaching Profession</u>
1897	First normal school to become a teachers college--Michigan State Normal School designated Michigan State Normal College	1965	The Higher Education Act of 1965
1907	High school graduation first required for certification, in Indiana	1967	The Education Professions Development Act
		1969	Publication of <u>Teachers for the Real World</u>
		1976	Authorization of the federal Teacher Centers Program
			Publication of <u>Educating a Profession</u>
			Publication of the Inservice Teacher Education Concepts Project's five-volume report

<sup>1</sup>Edelfelt and Johnson, "History of Professional Development of Teachers," pp. 67-68.

and helps to provide a better understanding of the prevalent issues in teacher education facing policymakers of today.

### Teacher Education and Certification in Oklahoma

Certification is a process of legal sanction, authorizing the holder of a credential to perform specific services in the public schools of the state. Its widely accepted purpose is to establish and maintain standards for the preparation and employment of persons who teach or perform certain non-teaching services in the schools.<sup>1</sup> For purposes of identifying the beginnings and tracing the development of certification, two characteristics implied in the definition must be kept in mind. First is the jurisdiction of the certification agency over the school systems within a geographic area, and secondly, certification is a legal sanction of employability for a specific vocation.<sup>2</sup>

### Historical Development of Teacher Education and Certification in Oklahoma

In 1890, the date of the first Territorial Legislature, provision was made for the appointment of a Territorial Superintendent of Public Instruction. The Territorial Superintendent of Public Instruction, together with the County Superintendents of the Territory, constituted the Territorial Board of Education. This Board was given the power to grant territorial certificates, prepare questions for examinations for certificates, and make regulations pertaining to the schools in general.<sup>3</sup>

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<sup>1</sup>Lucien B. Kinney, Certification in Education (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964), p. 3.

<sup>2</sup>Ibid., p. 36.

<sup>3</sup>Oklahoma Statutes (1890) Article 3, Sections 1 and 2.

The County Superintendent was given the authority to review all persons who proposed to teach in the respective county. The review process covered the applicant's knowledge of common subjects, his moral character, and his ability to teach and govern schools successfully. This placed complete control of the schools in the county in the hands of the County Superintendent.<sup>1</sup>

Examinations were administered to applicants. The examination questions were prepared in the office of the Territorial Superintendent, and distributed to the County Superintendents of each county. Papers were graded in the County Office, and classification of the certificate, first, second, or third grade was made. The first-grade certificates were issued on the applicants' successfully passing, with an average grade of 90%, in fourteen subjects, provided such applicant had taught twelve months, and had reached the age of twenty years. Second-grade certificates were issued to applicants who successfully passed an examination in twelve subjects at 80%, provided the applicant had taught three months and was eighteen years of age. The third-grade certificate was issued on an applicant passing the examination in eight subjects at 70%, provided he was sixteen years of age. The County Superintendent possessed the authority to further examine applicants, therefore any individual could be excluded from teaching on the merest technicality.<sup>2</sup>

In 1893, the law was amended to permit only the issuance of first-grade certificates to persons 18 years of age who met all the

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<sup>1</sup>Oklahoma Statutes (1890) Article 4, Sections 1-12.

<sup>2</sup>James Smallwood, And Gladly Teach (Norman, OK: University of Oklahoma Press, 1976), p. 6.

requirements set out in the 1890 law. The second-grade requirement dropped to sixteen years of age and the third-grade certificate could be issued to anyone who could pass the examination, regardless of age.<sup>1</sup>

In 1903, the Legislative Assembly of the Territory of Oklahoma amended the 1893 law pertaining to the examining authority by establishing a Board of County Examiners, consisting of the County Superintendent, and two persons holding a Territorial certificate, or diplomas from a college or university.<sup>2</sup>

When the Oklahoma Territory and Indian Territory merged to form a State, no specific legislation was passed to take care of teachers' certificates, and the Territorial Board of Education became the temporary State Board of Education. This Board continued the issuance of certificates by examination.<sup>3</sup>

The Normal Institute, organized in 1910, provided that County Normal Institutes should be organized in each county seat provided that two counties could combine facilities and hold only one session. This institute was for the sole purpose of acquainting teachers with new methods, and to review for the pending teachers' examination.<sup>4</sup>

The session laws of 1911 organized a new State Board of Education and vested therein the duty of the issuance of certificates.<sup>5</sup> Provision was made whereby graduates of all colleges and universities organized

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<sup>1</sup>Oklahoma Statutes (1839) Article 5, Sections 1-9.

<sup>2</sup>Oklahoma Statutes (1903) Article 5, Section 74.

<sup>3</sup>Oklahoma Statutes (1908) Article XIV, Section 6559.

<sup>4</sup>Oklahoma Statutes (1910) Chapter 74, Article XIV, Section 7289.

<sup>5</sup>Oklahoma Statutes (1911) Article 4, Section 73.

under the laws of the State and the regulations of the State Board of Education, should be granted certificates to teach in Oklahoma. The schools at this time were the Normal schools, A & M College and Oklahoma University.

In 1915, provision was made for the first general certificate which covered every subject from grades 1 to 12. This certificate could be issued on the completion of only sixty-two semester hours.<sup>1</sup>

In 1919, the Legislature passed a law vesting all authority in the issuance of teachers' certificates in the State Board of Education. Examinations were still given in all counties, but under the supervision of the state, and all papers were sent to the State Office for grading and classification. The difference in this method was that the teacher competed with every other teacher examined in the state rather than with the teachers in a respective county. All renewals of certificates were made by the State Office and recorded there. This formed the basis for the present permanent certificate file in the Certification Office of the State Department of Education.<sup>2</sup>

In 1932, the State Board of Education provided for certification in specified fields. A certificate was issued to cover the first eight grades, and a high school certificate covered the subject matter fields such as English, Social Science, Industrial Arts, and others. A short-term certificate was issued which was comparable to our temporary certificate of today.<sup>3</sup>

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<sup>1</sup>Oklahoma Session Laws (1915) Chapter 66, Sections 1-2.

<sup>2</sup>Oklahoma Statutes (1931) Article 17, Section 7007.

<sup>3</sup>Oklahoma State Board of Education, Twelfth Biennial Report of the Board of Education, 1934, pp. 118-119.

In 1936, the State Board again revised certificate requirements. Seventy-six semester hours were necessary for a one-year elementary certificate, and of these seventy-six hours, forty-four were designated as specific courses. The life elementary certificate was issued on the basis of a Bachelor of Science or Bachelor of Arts degree, and the completion of sixty-four specific course hours. High school certificates were issued for grades seven through twelve in specific subject fields.<sup>1</sup>

In 1950, life certificates were discontinued.<sup>2</sup> In 1953, the State Board of Education set forth the provisions for three classifications of teaching certificates:

- (1) A standard certificate was valid for five years.
- (2) A provisional certificate was valid for three years, but could not be renewed.
- (3) A temporary certificate was valid for one year, and could be renewed upon completion of eight hours of graduate work.<sup>3</sup>

In 1969, the Professional Standards Board was created to advise the State Board of Education on matters pertaining to teacher certification. This board set forth recommendations of kinds, types, and classes of certificates which led to the current certification structure in effect today.<sup>4</sup>

In retrospect, Oklahoma has followed the trends of most states

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<sup>1</sup>Oklahoma State Board of Education, Fourteenth Biennial Report of the State Board of Education, 1938, pp. 146-148.

<sup>2</sup>Oklahoma State Board of Education, Laws and Regulations Concerning the Certification of Teachers and Administrators, July 1, 1950, pp. 1-2.

<sup>3</sup>Oklahoma State Board of Education, Laws and Regulations for the Certification of Teachers and Administrators, October, 1953, pp. 11-12.

<sup>4</sup>Oklahoma Session Laws (1969) Chapter 74, H.B. 1180, pp. 78-79.

in the development of the certification structure. Prior to the beginning of the twentieth century, little attention was paid to certification other than at a county level. Usually the passing of an examination was all that was required. Professional preparation developed independently of certification, and the developments in certification had little professional flavor.<sup>1</sup> However, at the turn of the century, the beginnings of many of the features of present-day certification began. These trends were:

- 1) From local and county control to state control of certification,
- 2) From examinations to institutional credits as a basis for certification,
- 3) From a general authorization to teach to a multiplicity of certificates with special authorization as to level, or subject, to which the holder is restricted, and
- 4) Toward classification of non-teaching public school positions into a variety of administrative and other specialized types, as a basis for specifications of requirements.<sup>2</sup>

#### Structure of Teacher Education and Certification in Oklahoma

Teacher education in Oklahoma is the responsibility of a number of agencies and groups including the State Board of Education, the Oklahoma Legislature, the Oklahoma State Regents for Higher Education, institutions of higher learning, local public school systems, certain statutory commissions, and the organized profession itself. Some of these agencies and groups have constitutional and statutory

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<sup>1</sup>Kinney, Certification in Education, p. 65.

<sup>2</sup>Ibid., p. 80.

responsibilities with regard to policy making and administration of teacher education, while others participate only in quasi-legal or advisory capacity.

The Oklahoma Legislature has the responsibility under the Constitution of the State of Oklahoma to prescribe the powers and duties of the State Board of Education, which is the governing board for the public school system of the State and the State Department of Education.<sup>1</sup>

The Legislature has general authority to legislate with regard to matters such as determining who shall teach in the elementary and secondary schools of the State; setting the qualifications of those teachers; providing for the certification of teachers; and establishing policy in these matters. Under the laws of Oklahoma, no local board of education shall have the authority to enter into any written contract with a teacher who does not hold a valid certificate issued or recognized by the State Board of Education authorizing said teacher to teach the grades or subject matter for which the teacher is employed.<sup>2</sup>

Although possessing general authority to legislate in the area of certification, the Legislature has delegated most of its power in this regard to the State Board of Education. The statutes provide that the State Board of Education, among its other duties, shall:

. . . have full and exclusive authority in all matters pertaining to standards of qualifications and the certification of persons for instructional, supervisory and administrative positions and services in the public schools of the state, and shall formulate rules and regulations governing the issuance and revocation of certificates for county superintendents of

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<sup>1</sup>Oklahoma Statutes (1971) O.S.70-3-104.

<sup>2</sup>Oklahoma Statutes (1971) O.S.70-6-101.8.



schools, district superintendents of schools, principals, supervisors, librarians, clerical employees, school nurses, school bus drivers, visiting teachers, classroom teachers, and other personnel performing instructional, administrative and supervisory services. . . .<sup>1</sup>

It should be recognized that even though the State Board of Education has "full and exclusive authority" pertaining to matters of professional standards, certification, and the like, this authority is occasionally modified by the Legislature.

The Oklahoma Legislature in the spring of 1969 passed House Bill 1180, creating a board to be known as the Professional Standards Board. According to the statutes, the Professional Standards Board shall:

. . . provide leadership for the improvement of teacher education and standards for the certification and licensing of teachers and other educational personnel in Oklahoma and shall serve in an advisory capacity to the State Board of Education in all matters of professional standards, licensing and certification. The Professional Standards Board is charged with such responsibilities as reviewing approved programs of teacher education and of recommending new programs, reviewing current certificate and licensing requirements and recommending standards for new certificates, encouraging studies and research designed to improve teacher education, including continuing education of teachers, and making recommendations to the State Board of Education.<sup>2</sup>

The general function of the Professional Standards Board is to provide leadership for the improvement of teacher education standards and for the certification of teachers and other education personnel in Oklahoma, and to serve in an advisory capacity to the State Board of Education in all matters of professional standards and certification. At the present time this Board is composed of twenty-seven members.<sup>3</sup>

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<sup>1</sup>Oklahoma Statutes (1971) O.S.70-3-104.9.

<sup>2</sup>Oklahoma Statutes (1971) O.S.70-6-125.

<sup>3</sup>Ibid., O.S.70-6-123.

The Oklahoma Constitution and Statutes provide that the Oklahoma State Regents shall, among other things: prescribe standards of higher education applicable to each institution in the State system, and determine the functions and courses of study in each of the institutions to conform to the standards prescribed.<sup>1</sup> The State Regents therefore have the responsibility for setting standards for admission to programs of teacher education, as well as standards for retention in and graduation from those programs. The State Regents are responsible for approving the courses and programs to be offered at all institutions in the State system, including teacher education programs.<sup>2</sup> In practical terms, an institutional program must first be approved by the State Regents before it is submitted to the State Department of Education for approval for a certificate program.

The colleges and universities with teacher education functions have the responsibility for developing teacher education certificate programs; for the selection and admission of students into these programs; for the supervision of the student-teacher; and for making recommendations to certification agencies with regard to the academic and/or personal fitness of a candidate to be certified.<sup>3</sup>

The State Board of Education has full and exclusive authority in matters of certifying teachers. For the administration of its duties

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<sup>1</sup>Oklahoma Constitution, Article XIII-A, Section 2.

<sup>2</sup>Oklahoma Statutes (1971) O.S.70-3-3206.

<sup>3</sup>Oklahoma State Board of Education, Teacher Education, Certification, and Assignment Handbook (Oklahoma City: Oklahoma State Department of Education, 1975), p. 1.

and responsibilities in teacher education and teacher certification, the State Board has created the sections of Teacher Education and Teacher Certification. The Teacher Education section performs the function of accrediting teacher education certificate programs at institutions of higher education in Oklahoma. The Teacher Certification section performs the function of certifying teachers, administrators, and other personnel to be employed by the elementary and secondary schools of the State.<sup>1</sup>

There are twenty colleges and universities in Oklahoma which are approved by the State Board of Education to carry on teacher-education programs. Each of these institutions engaged in the preparation of teachers is visited regularly by a representative of the State Board, and they annually file a report on the status of approved programs. An evaluation of the teacher certificate programs at each institution is done at least every five years.<sup>2</sup> A certificate is issued by the State Board upon formal request by regular application provided the applicant has satisfied all general requirements of eligibility and has met academic standards applicable to the certificate sought.<sup>3</sup> This issuance of certificates authorizes the holder to teach in the public schools of the state and is based upon the completion of an approved teacher-certificate program of the kind and type of certificate sought. Minimum essentials for the institutional development of all teacher-certificate programs are prescribed by the State Board of Education. No program is approved which does not at least comply with these minimum essentials.<sup>4</sup>

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<sup>1</sup>Ibid., pp. iii-iv.

<sup>2</sup>Ibid., p. 1.

<sup>3</sup>Ibid.

<sup>4</sup>Ibid., p. 4.

At the present time there are five kinds of school-service certificates:

1. Professional school-service personnel certificate
2. Secondary school certificate (grades 7-12)
3. Elementary-secondary school certificate (grades 1-12)
4. Elementary school certificate (grades K-8)
5. Special certificates.

The class of certificate determines its term of validity. There are four classes of certificates issued:

1. Professional certificate
2. Standard certificate
3. Provisional certificate
4. Temporary certificate.<sup>1</sup>

The professional and standard certificates are permanent certificates contingent upon proper renewals. The provisional certificate is limited in its validity to a term of three years, and the temporary certificate has limited validity up to one year.<sup>2</sup>

The State Board has adopted other regulations which govern the issuance of certificates, but primarily a person must meet the minimum essentials for an approved teacher-certificate program in order to be certified to teach in the state of Oklahoma. The process for certification in Oklahoma closely follows several recommendations of James B. Conant in his study entitled The Education of American Teachers.<sup>3</sup> The

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<sup>1</sup>Ibid., pp. 6-7.

<sup>2</sup>Ibid., p. 7.

<sup>3</sup>James Bryant Conant, The Education of American Teachers (New York: McGraw-Hill Book Company, 1964), p. v passim.

Teacher Education, Certification, and Assignment Handbook as last written in 1975 has served as the basis for certification since that date. House Bill 1706 represented the first major changes in the teacher certification procedures of Oklahoma.

Strengthening Entrance Requirements and  
Preservice Programs

House Bill 1706 placed several new concepts into operation which affect the teacher education programs of Oklahoma. As mentioned in Chapter 1, one of these concepts is strengthening the screening requirements of students entering a college of education and providing additional field experiences in the preservice program. Specifically, House Bill 1706 stated:

- A. The Board shall require the Department and the Professional Standards Board to work with any designated authority from the schools or colleges of education of the Oklahoma State System of Higher Education for the development of a plan to strengthen the screening requirements of college student applicants for admission into the education colleges of the schools of higher education. Criteria for the approval of teacher education programs in Oklahoma colleges and universities shall include, but not be limited to, substantial evidence that persons who enter teacher education programs demonstrate:
  1. Competency in the oral and written use of the English language; and
  2. A minimum grade point average as established by the Professional Standards Board.

Criteria adopted by the Board shall also require that the teacher candidate satisfactorily demonstrate his ability to meet criteria established pursuant to this act at the completion of the teacher education program and provide evidence of having worked with children or youth in a variety of situations.

Criteria shall also include a greater emphasis upon field work in accredited schools by prospective teachers under the supervision of higher education instructors.<sup>1</sup>

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<sup>1</sup>Oklahoma Statutes Supplement (1980), 70 O.S. 6-153.

The law required in addition to the above, that teacher educators continue their education through staff development programs, higher education courses, exchange programs with public schools, and actual experiences in public school settings.<sup>1</sup> This was an attempt to further strengthen the programs at the preservice level.

The major segment of preservice teacher education continues to be provided within the colleges and universities. Yet the responsibility has seldom been accepted with the kind of emphasis and enthusiasm that suggests that the institutions view teacher preparation as an important responsibility.<sup>2</sup> James C. Stone has referred to teacher education as a "stepchild," unwanted by the colleges.<sup>3</sup> However, colleges and schools of education are changing directions in several areas which address the role teacher preparation programs have in institutions of higher education. Several directions of development are being addressed, and one relates to the changing standards for the admission of students into teacher preparation programs.

In May 1977, the National Council for Accreditation of Teacher Education (NCATE) adopted revisions to the NCATE standards which became effective on January 1, 1979. One of the major changes in the 1979 revision was a change in emphasis on criteria for admission to and retention in teacher education programs.<sup>4</sup> Under these revisions the

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<sup>1</sup>Ibid.

<sup>2</sup>George W. Denemark, "Improving Teacher Education: Some Directions," Peabody Journal of Education, October, 1971, p. 4.

<sup>3</sup>James Champion Stone, Breakthrough in Teacher Education (San Francisco: Jossey Bass, Inc., 1968), pp. 1-206.

<sup>4</sup>A. L. Fritschel, "The 1979 NCATE Standards: Implications for Teacher Education Programs," Journal of Teacher Education, Vol. XXIX, No. 1, January-February, 1978, p. 12.

institution is expected to identify those criteria which are related to the success of its graduates. The criteria should be reviewed and revised periodically to increase probability that candidates will become successful teachers.

Colleges of education have struggled with the questions and problems surrounding the selection of students for teacher preparation programs. But even with this struggle, Sinclair and Picogna believe that:

There appears to be no evidence at this time that there is any great concern on the part of teacher educators to become more selective now of students to be admitted to teacher education programs than they have been in the past.<sup>1</sup>

As a result school districts and legislatures are developing programs for screening teachers, and NCATE has adopted standards such as the following:

The institution is obligated to systematically determine the factors related to success in its teacher education programs. Among these factors are skills, understandings, and personal characteristics requisite to teaching.<sup>2</sup>

At the present time research indicates several procedures used by colleges and universities to screen applicants for teacher-preparation programs. In 1972, Marie Yevak and Leslie Carlin surveyed 179 colleges and universities selected from the eastern, midwestern, and western sections of the country. Their findings indicate that 53.3 percent of the universities and 45.9 percent of the colleges require a 2.00 average. The authors did note a trend toward requiring higher averages for admission into teacher education programs since 37.2 percent of the universities and

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<sup>1</sup>Joseph L. Picogna and Ward Sinclair, "How are Education Students Selected?" Clearinghouse, XLVIII, 1974, p. 542.

<sup>2</sup>National Council for Accreditation of Teacher Education, Standards for Accreditation of Teacher Education: The Accreditation of Basic and Advanced Preparation Programs for Professional School Personnel (Washington, DC: NCATE, 1979), p. 9.

44.1 percent of the colleges required a 2.20 average or greater. In addition, various schools required physical examinations, tuberculosis tests, hearing tests, vision tests, some field experiences, references, personality assessments, and proficiency in speaking and writing English.<sup>1</sup>

In 1974, Joseph Picogna and Ward Sinclair reported on a survey of 43 teacher training institutions that were using criteria to screen students for admission to teacher education programs. Their survey indicated that these schools used:

1. GPA of 2.0 or greater (44%),
2. a personal interview (42%),
3. evidence of good health (21%),
4. voice and appearance evaluation (7%),
5. completion of speech course (21%), and
6. a personality inventory (23%).<sup>2</sup>

Given the present importance of screening techniques, few studies seem to exist that evaluate the effectiveness of screening criteria. Turner, in an overview of research in teacher education, could find only one study "in which factors on which teacher education entrants might be selected were correlated with teacher success".<sup>3</sup>

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<sup>1</sup>Leslie O. Carlin and Marie E. Yevak, "Requirements for Admission to and Retention in Professional Education Programs," Journal of the Student Personnel Association for Teacher Education, XI, 1972, pp. 2-10.

<sup>2</sup>Picogna and Sinclair, "How Are Education Students Selected?", pp. 541-543.

<sup>3</sup>Richard L. Turner, "An Overview of Research in Teacher Education," In Kevin Ryan, ed., Teacher Education: The Seventy-Fourth Yearbook of the National Society for the Study of Education, Part II, (Chicago: University of Chicago Press, 1975), p. 96.



This particular study used college entrance examinations; standardized mathematics, language, reading, and spelling achievement tests; grade point averages; and scores from a pre-teacher training interview by a selection committee as predictor variables. These variables were used to predict teacher success as measured by administrator rating after one year of teaching experience. The data revealed that only the scores from the pre-teacher training interview were related significantly to administrator rating.<sup>1</sup>

Cornett studied the relationship among three variables available before application for teacher education candidacy and success as a first year teacher as measured by administrator rating. Cornett concluded that:

The present program of selecting prospective teachers on the basis of a 2.0 average at the time of application, a C or better in the introductory course in education, and a C or better in second semester freshman English is judged to be ineffective in predicting teaching performance of elementary and secondary teachers.<sup>2</sup>

Barnes, Blaisdell, and Hill examined relationships among criteria for entrance to a teacher education program and success in student teaching. The five predictors were a faculty interview rating; a measure of commitment to children, a spelling test score, an overall GPA, and a performance rating made by the cooperating classroom teacher of the students' class participation during the semester prior to student teaching. The data revealed that no relationships existed between the group of five pre-admission predictors and success in student teaching.<sup>3</sup>

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<sup>1</sup>Ibid.

<sup>2</sup>Joe P. Cornett, "Effectiveness of Three Selective Admissions Criteria in Predicting Performance of First-Year Teachers," The Journal of Educational Research, LXII, 1969, pp. 247-250.

<sup>3</sup>Carol Barnes, Lynne Blaisdell, and Shirley Hill, "Darts or

In reviewing the literature, it is evident that most schools seem to be developing their own unique set of criteria for admission to teacher education. If there is any consensus at all, it would seem that grade point average and personal interviews have been and continue to be the most frequently used criteria. There is some evidence that compared to previous years, schools are tending to require higher grade point averages. There appears to be very little research that demonstrates the validity of various criteria in predicting future success as teachers.

The review of literature clearly supports the need felt by schools and colleges of education to develop effective methods of screening applicants for admission into teacher education programs. Haberman insists that new guidelines for selecting candidates must be adopted.<sup>1</sup> Haberman proposed the following principles which should undergird the process of selection:

1. Admission to professional education is a professional decision, not a student right.
2. Selection criteria should derive from program goals and the capabilities needed by individuals to achieve those goals.
3. External selection must complement self-selection.
4. Professional experts involved in selection should include more than college faculty.
5. College screening devices must be replaced by professional selection criteria.

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Criteria? How Do We Choose Teacher Education Students?", California Journal of Teacher Education, IV, 1977, pp. 63-73.

<sup>1</sup>Martin Haberman, "Guidelines for the Selection of Students Into Programs of Teacher Education," Research Bulletin 11, (Washington, DC: Association of Teacher Educators and ERIC Clearinghouse on Teacher Education, May, 1972), pp. 17-20.

6. Selection is a process, not an event.
7. Admission quotas are a function of faculty and clinical resources.
8. Selection must assess the potential of candidates to function as continuous learners.
9. Selection must include procedures for screening adults as well as college youth.
10. More rigid adherence to existing criteria will not improve selection.
11. All program changes made in the future should take account of their impact on selection.<sup>1</sup>

Denemark points out that evidence of academic excellence should be required for admission and retention in teacher education programs. He expresses that, obviously, grade point average is not the only factor in judging a candidate's adequacy for a career in teaching, but it does seem reasonable that persons charged with intellectual development responsibilities in others should themselves be skilled in intellectual processes.<sup>2</sup>

The logical step in the process is for states or the colleges of education to develop appropriate and effective screening procedures which are continually monitored and researched to enable the best prediction of success in teaching.

#### Teacher Internships

House Bill 1706 placed into operation a program that is entitled the Entry-Year Assistance Program. The intent of House Bill 1706 was to

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<sup>1</sup>Martin Haberman, "Needed: New Guidelines for Teacher Selection," The Journal of Teacher Education, XXV, 1974, pp. 234-235.

<sup>2</sup>George W. Denemark, "Improving Teacher Education: Some Directions," Peabody Journal of Education, p. 8.

establish qualifications of teachers in the accredited schools of this state through licensing and certification requirements to ensure that the education of the children of Oklahoma will be provided by teachers of demonstrated ability.<sup>1</sup>

In order to qualify for an Oklahoma Teaching Certificate, House Bill 1706 requires the licensed teacher to participate in the Entry-Year Assistance Program during the initial year of teaching in an accredited school under the guidance and assistance of the Entry-Year Assistance Committee. By law the entry-year assistance committee shall consist of a teacher consultant, the principal or an assistant principal of the employing school or an administrator designated by the local board, and a teacher educator in an institution of higher education. The responsibilities of the committee are:

1. Assist the Entry-Year Teacher through the initial year of teaching and specifically focus on all areas of classroom management.
2. Make a recommendation regarding certification.
3. Make a recommendation for a staff development program for the teacher for the following year.<sup>2</sup>

The entry-year assistance program is a time for a committee of three professional educators to assist a beginning teacher and make judgments concerning whether the teacher should be certified to teach in the state of Oklahoma. It is basically a year of internship for the beginning teacher.

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<sup>1</sup>Oklahoma Statutes Supplement (1980), O.S. 70-6-155.

<sup>2</sup>Oklahoma State Board of Education, Policies and Procedures Handbook for House Bill 1706 (Oklahoma City: Oklahoma State Department of Education, 1981), p. 27.

Internships in teacher education have taken many and various forms as far as design. The first recognized internship in teacher education was established at Brown University in Rhode Island in 1909. Within this program, some of the graduates in teacher education were placed in the Providence Public Schools for one full year as half-time, salaried teachers under the close supervision of a professor of education and a supervising teacher. They were also required to complete a specified amount of course work at the University during their internships.<sup>1</sup>

The 1930's and 1940's characterized the Progressive Movement that encompassed the belief that "learning by doing" is most effective and that a vital part of any professional education program is the provision of clinical experience wherein the candidate can fuse theory into practice.<sup>2</sup>

In a comprehensive study of twenty-one programs in 1940, Howard Jones found almost unanimous agreement among directors of the programs and thirty-one leaders in teacher education regarding the following major functions of internships:

1. To secure integration of theory and practice in the professional education of teachers.
2. To insure that the beginning teacher secures his first year's experience in a school situation conducive to professional growth.
3. To provide a scheme of teacher induction in which there is adequate and competent supervision at the time of induction.

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<sup>1</sup>John F. Brown, The Training of Teachers (New York: Macmillan Company, 1911), p. 242.

<sup>2</sup>H. Gardner, Internships in Teacher Education: Forty-seventh Yearbook 1968 (Washington, DC: The Association for Student Teaching, 1968), p. 4.

4. To provide a program of professional preparation of teachers in which learning is based upon doing.
5. To permit gradual induction into the work of teaching.<sup>1</sup>

In this study, Jones also specified six principles which leading teacher educators believed ought to be characteristic of internship and which were operative in over 60 percent of the programs studied. The principles are as follows:

1. Internship should be considered part of the basic preparation and training of the beginning teacher.
2. During the period of internship, the intern should engage in the large variety of activities in which a regular teacher engages.
3. The internship plan should include a cooperating teacher-training institution in which interns carry on correlated graduate work during their period of internship.
4. The period of internship should be at least a year in length.
5. Basic courses in professional education, including student teaching, should be completed prior to entrance into internship.
6. The internship should be in a school situation approximating as closely as possible the type of school situation in which the intern will probably receive permanent appointment.<sup>2</sup>

The principles that appear in current literature describing contemporary internships in teacher education were well defined by the end of the 1930's.<sup>3</sup> This is especially true of the principles regarding integration

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<sup>1</sup>Howard R. Jones, "Principles and Practices in Internships," Twenty-first Annual Session of the National Association of Supervisors of Student Teaching, Atlantic City, New Jersey, February 23 and 24, 1941, (Normal, IL: The Association, 1941), pp. 31-40.

<sup>2</sup>Ibid., p. 21.

<sup>3</sup>Gardner, Internships in Teacher Education, p. 5.

of theory and practice, gradual induction into teaching, correlated course work, length of internship, and student teaching as a prerequisite to internship.<sup>1</sup>

A large number and variety of internships in teacher education have been established. However, most of them have at least two common characteristics: the internship is a part of a program leading to the attainment of a teaching certificate and a degree, and the intern received a salary for his services.<sup>2</sup>

Prior to 1940, the literature on internship teaching was sparse and concerned with providing descriptions of individual program features or operational details. The reports of Spaulding,<sup>3</sup> Pechstein,<sup>4</sup> Hall-Quest,<sup>5</sup> Day,<sup>6</sup> and Beatty<sup>7</sup> provide examples of these attempts to identify and describe efforts then being made to establish internship programs.<sup>8</sup> The first attempt to investigate the nature of internship teaching appears to be the survey conducted by Jones in 1940.<sup>9</sup>

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<sup>1</sup>Ibid., p. 5.

<sup>2</sup>Ibid., p. 15.

<sup>3</sup>Frank Spaulding, School Superintendents in Action (Rindge, NH: Richard R. Smith, Publisher, 1955), p. 1-699.

<sup>4</sup>L. A. Pechstein, "The Cooperative Ideal in Teacher Training--The Cincinnati Plan," School and Society 8, September 8, 1923, pp. 270-271.

<sup>5</sup>Alfred L. Hall-Quest, "The Cincinnati Plan of Teacher Training," Educational Administration and Supervision 10, March, 1924, pp. 129-141.

<sup>6</sup>L. C. Day, "South Portland Apprentice Teacher-Training Plan," American School Board Journal, 86, February, 1933, pp. 16-17.

<sup>7</sup>Willard W. Beatty, "An Auspicious Plan of Assistant Teaching," School Review, 42, November, 1934, pp. 640-641.

<sup>8</sup>Gardner, Internships in Teacher Education, p. 29.

<sup>9</sup>Howard R. Jones, "Internship in Teacher Education," (Dissertation, New Haven, Conn., Yale University, 1940), pp. 1-239.

In a study conducted in 1958 by Clifford Bishop to determine the purposes of internship programs, it was pointed out that internships were being regarded as an important way to achieve a close integration of theory and practice in programs of teacher education. The programs of internship teaching appear to take two primary forms. One type of internship attempts to provide those who have completed a baccalaureate degree with a one-year teacher education course terminating in certification or a master's degree. Another type of program is a planned sequence of academic and professional education experiences which extends over a five-year period and results in a bachelor's degree and certification.<sup>1</sup>

An example of the first type of program is the Intensive Teacher-Training Program (ITTP) established by the state of New York during the period 1945-1949. In studies by Magrath,<sup>2</sup> Gittler,<sup>3</sup> and Lupone<sup>4</sup> there was an indication that teachers trained in a regular teacher education program were more successful than those who went through the ITTP program. Lupone reported that teachers who were trained in a typical teacher education program were rated significantly higher by their principals

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<sup>1</sup>Clifford L. Bishop, "The Purposes of Teacher Internships," Educational Administration and Supervision, 34, 1948, pp. 35-43.

<sup>2</sup>George Magrath, "An Evaluation of Teachers Trained Under the Intensive Program for College Graduates," (Dissertation, Storrs, CT, University of Connecticut, 1960), pp. 1-146.

<sup>3</sup>Steven Gittler, "Professional Characteristics of Elementary School Teachers from an ITTP and a Bachelor's Degree Program," (Dissertation, Buffalo, NY, University of Buffalo, 1961), pp. 1-177.

<sup>4</sup>Orlando J. Lupone, "A Comparison of Provisionally Certified Elementary School Teachers and Permanently Certified Elementary School Teachers in Selected School Districts in the State of New York," (Dissertation, Jamaica, NY, St. John's University, 1960), pp. 1-67.



in such aspects of teaching performance as planning, preparation, management, presentation, instructional skill, pupil-teacher rapport, and pupil evaluation.<sup>1</sup>

Another example of the first type of internship program is the Master of Arts in Teaching programs. The fifth year is a preservice teacher education program which includes professional education courses, academic specialization, and a paid internship experience. Programs such as this have been utilized at Harvard, Northwestern, and Stanford University.<sup>2</sup>

The second type of internship has been a five-year continuous program of preparation for classroom teaching usually resulting in a bachelor's degree and certification. The Student Teacher Education Project (STEP) is an example of such a program. It was established in 1959 at Michigan State University and ultimately became the Elementary Intern Program (EIP). In a study conducted by Shea of a program in Flint, Michigan, he reported significant differences in favor of the intern teacher groups on teaching performance scale items which dealt with specific aspects of teaching techniques.<sup>3</sup>

One of the more important aspects of any intern teaching experience is the supervision of the intern. According to the AST Commission on Internships in Teacher Education, the process of supervision must:

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<sup>1</sup>Ibid.

<sup>2</sup>Gardner, Internships in Teacher Education, p. 33.

<sup>3</sup>Joseph J. Shea, "An Assessment of an Experimental Elementary Teacher Education Program," (Dissertation, Ann Arbor, MI, University of Michigan, 1964), pp. 1-156.

1. Allow for individualization of instruction so that each intern can continue the process of identification with the profession in ways peculiar to him, including attention to cognitive and effective learnings, through the process of inquiry.
2. Allow for the use of a variety of teaching strategies and methods in order to meet the varying demands of child learning styles and of teaching particular subject matters, skills, levels of thinking, and the like.
3. Allow for individualization of teaching style consonant with the intern's personal and professional frames of reference.
4. Allow for the concept of professional autonomy and freedom from paternalistic authoritarianism.
5. Allow for continued professional development from practicum-like experiences, through the internship, and on into the life work of the teacher, either with the help of a supervisor or peer or on one's own.<sup>1</sup>

The basis for the inclusion of internships in the education of teachers is in the assumption that guided, direct experience with a gradual increase in responsibilities is an essential component of the teacher education program.<sup>2</sup> Viewed . . .

in this way, the internship situation fulfills the definition of a social system as "a system of interaction of a plurality of actors in which the action is oriented by rules which are complexes of complementary expectations concerning roles and sanctions".<sup>3</sup> The relationships among the positions involved can be viewed as an interaction system and the total system can be analyzed within a theoretical framework. Because effective role enactment and effective role relationship appear to be related to consensus on role expectations and clarity of role definition, it is important to examine the

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<sup>1</sup>Gardner, Internships in Teacher Education, p. 81.

<sup>2</sup>Ibid., p. 94.

<sup>3</sup>Parsons, Toward a General Theory of Action, p. 195.

expectations which define the roles in internship situations in order to determine the states of consensus which exist on the definition of these roles.<sup>1</sup>

The Entry-Year Assistance Program may be viewed in the context of role theory. A graphic representation of the system of interaction is shown in Figure 2.

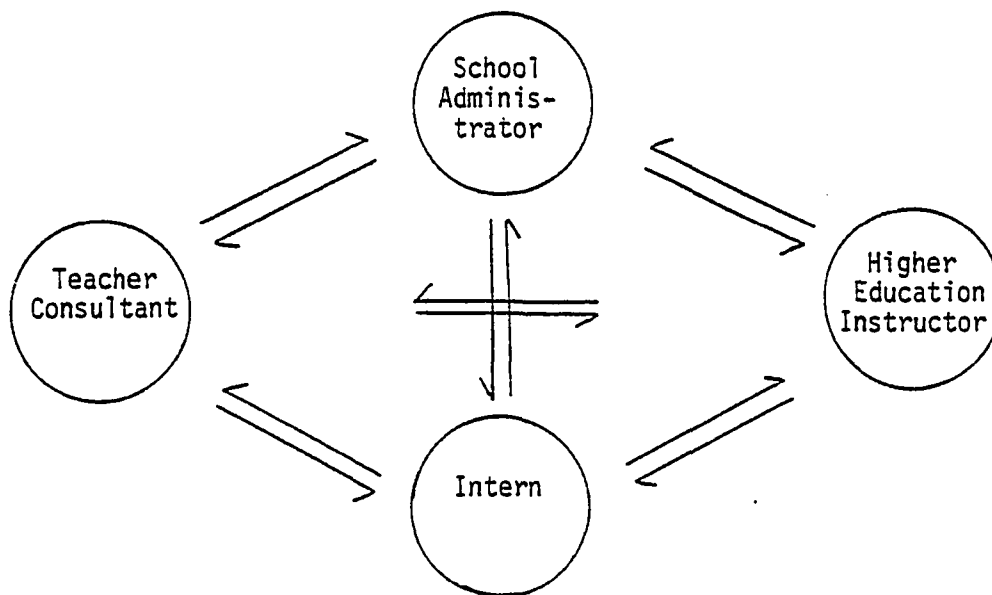


Figure 2. Entry-Year Assistance Program as a System of Interaction

This diagram represents one approach to the development of a framework for viewing the relationships among interns and the members of the entry-year assistance committees. Within this framework, each role can be viewed in terms of its relationships to other roles.<sup>2</sup>

<sup>1</sup>Theodore R. Sarbin, "Role Theory," Handbook of Social Psychology (Cambridge, Mass.: Addison-Wesley, 1964, Vol. 1), p. 227.

<sup>2</sup>Gardner, Internships in Teacher Education, p. 95.

Much of the internship literature describes different programs and approaches to utilizing the concept, yet few studies actually address the overall effectiveness of such programs.

In 1965, Haberman reported a comparison of first-year elementary teachers trained in the University of Wisconsin--Milwaukee undergraduate education program with elementary teaching interns from that same University. Haberman found that the first-year teachers were judged to be significantly less "responsible, systematic, and businesslike" than the interns.<sup>1</sup> In 1961, Sleeper reported that the internship-type program is rapidly becoming the focal point in teacher preparation.<sup>2</sup>

It appears that programs of internship teaching are going to play an increasingly important role in the design of teacher education. The internship is focusing attention on one of the most pressing needs currently facing teacher education: the acceptance by colleges and universities and by schools that each has a stake in the education of teachers and that each must assume appropriate responsibilities in the professional training of teachers. As Clarke stated:

There seems to be little doubt that the concern of teacher education in the next decade will be centered primarily upon the problems arising from the emerging partnership of college and public schools in the preparation of teachers.<sup>3</sup>

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<sup>1</sup>Martin Haberman, "A Comparison of Interns with Regular First-Year Teachers," Journal of Educational Research, 59, October, 1965, pp. 92-94.

<sup>2</sup>William R. Sleeper, "The Internship," Teacher Education and the Public Schools, Fortieth Yearbook, edited by Charles M. Clarke (Cedar Falls, Iowa: Association for Student Teaching, 1961), pp. 71-74.

<sup>3</sup>Elmer Clarke, "Introduction," Teacher Education and the Public Schools, Fortieth Yearbook, edited by Charles M. Clarke (Cedar Falls, Iowa: Association for Student Teaching, 1961), p. iii.

Certainly the Entry-Year Assistance Program is based upon such a relationship and will play a vital role in the future development of teacher education in Oklahoma.

### Teacher Competency Testing

Through House Bill 1706, several concepts were introduced into the teacher certification process in Oklahoma. One of these concepts was that of teacher competency testing for certification. House Bill 1706 stipulated that curriculum examinations would be developed in every area of certification offered by the State Board of Education. The purpose of developing the examinations was to establish minimum academic standards for a licensed teacher in the teaching fields. The law stipulates that no teacher candidate shall be eligible for licensing until he or she has passed the examination, and certification will be limited to those subject areas in which the licensed teacher has received a passing score.

In the 1970's at least 36 states and many local districts responded to declining student test scores by creating minimum competency examinations for students. As we enter the decade of the 80's a growing number of state legislatures, state boards of education, and local districts are responding to the public's belief that some teachers lack certain skills by adopting programs which test the teachers for competence prior to certification or employment. According to Walter Hathaway:

Setting standards for teachers, as well as for students, and gathering evidence about the degree to which the standards have been met is not new to education. The current development is remarkable, however, in two respects: first, the haste with which the evidence that there may be some teachers

who lack a minimum level of some forms of teaching competency has been converted into a belief that there is a prevalent problem of incompetence within the teaching force: and, second, the rush to use tests to solve the problem.<sup>1</sup>

In a Phi Delta Kappan editorial, Cole wrote:

Should teachers be required to pass a state examination to prove their knowledge in the subjects they will teach when hired? Can we no longer trust teacher preparatory institutions--approved by the state, regional, and national accrediting agencies--to weed out weak teachers? Can we not rely on the screening that takes place when a district hires teachers? Should teachers be retested every few years to see if they are keeping up-to-date? In the most recent Gallup Poll of public's attitudes toward the public schools, 85% of those polled said yes, teachers should be required to pass a state exam in their subject areas and should be continually retested.<sup>2</sup>

The American Association of Colleges for Teacher Education passed a resolution in February, 1980, at its annual meeting in Dallas. It stated:

In recognition of the need for quality in teacher education, AACTE supports assessment of professional knowledge and skills by the school, college, or department of education as an exit requirement for teacher education programs. This assessment should include knowledge and skills in: (a) human relations, (b) teaching, and (c) subject matter.<sup>3</sup>

In 1979, Robert Stoltz made the following comment regarding the public's interest in teacher certification:

Quite simply, if test scores in nationally normed college tests are falling, as they have been, then is it reasonable

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<sup>1</sup>Walter E. Hathaway, "Testing Teachers to Ensure Competency: The State of the Art," paper presented at the Annual Meeting of the American Educational Research Association, 64th (Boston, MA: April 7-11, 1980), p. 1.

<sup>2</sup>Robert W. Cole, "Editorial," Phi Delta Kappan, December 1979, p. 233.

<sup>3</sup>AACTE Directory 1980 (Washington, DC: American Association of Colleges for Teacher Education, 1980), p. 86.

to conclude that all of the blame should be borne by the students themselves, their families, or the fabric of society? Isn't it just as reasonable to believe that a share of the blame should rest with schools and teachers? And, when we get to teachers, isn't it possible that in this latter group there might be some who are weak or downright incompetent? If a state administers a competency test to all of its prospective high school graduates and finds that unacceptably large numbers are failing the test, isn't it quite possible that poor teaching might have been a contributor to that failure.<sup>1</sup>

Stoltz maintains that the list of states requiring some kind of competency test for teachers will continue to grow.<sup>2</sup>

The movement to competency testing indicates that the process of certification and credentialing used in the past has not been sufficient to satisfy the public. Paul Pottinger, reporting for the National Center for the Study of Professions, observed that if credentials are not reasonable indicators of postacademic performance, then for purposes of licensing, the teaching profession must look to other indicators to protect the public.<sup>3</sup> Pottinger recommends research to show that testing can be alternative to credentialing, yet at the present, sound research using empirical evidence to identify competent performance does not exist.<sup>4</sup>

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<sup>1</sup>Robert E. Stoltz, Teacher Education and Certification: State Actions in the South (Atlanta, Ga.: Southern Regional Education Board, 1979), p. 9.

<sup>2</sup>Ibid.

<sup>3</sup>Paul S. Pottinger, "Competency Assessment as a Basis for Licensing: Problems and Prospects," paper presented at the Conference on Credentialism (Berkeley, Calif.: University of California Law School, April, 1977), cited by J. T. Sandefur, "State Reactions to Competency Assessment in Teacher Education," Competency Assessment in Teacher Education: Making it Work, p. 20.

<sup>4</sup>J. T. Sandefur, "State Reactions to Competency Assessment in Teacher Education," Competency Assessment in Teacher Education: Making it Work, edited by Sharon Broadman and Michael Butler (Washington, D.C.: AACTE and ERIC Clearinghouse on Teacher Education, August, 1980), p. 20.

By October 1, 1980, at least 29 states had taken some kind of action related to competency assessment of teachers, some to regulate entry into preparation programs, others to regulate certification, and a few to do both. The impetus for these programs usually has come from state boards of education, from legislatures, and from schools, colleges or departments of education in trying to respond to the public's outcry for accountability. Ultimately 21 states have introduced legislation intended to mandate competency testing in one form or another, and 11 have passed the legislation and are at various stages of study and implementation. Nine states have developed or are studying nonlegislated competency assessment programs.<sup>1</sup>

According to Sandefur, an analysis of the data from the states that have taken some kind of action related to competency assessment of teachers reveals the following:

1. The impetus for competency assessment comes most frequently from legislation. Twenty-one states have introduced legislation, and in 11 of these, competency assessment of teachers is now state law. Of the 10 states that failed to enact competency legislation, a similar bill is pending in one state, and legislation is expected to be reintroduced in at least two more.
2. The second most frequently mentioned impetus for competency assessment of teachers comes from state boards or state departments of education. At least nine states have competency assessment programs underway or under study that were not initiated by legislation.
3. Of the 19 states with programs or plans for programs, most specify certification as the focus of competency assessment.
4. Most states specify basic skills areas, particularly English and mathematics, to be of special concern.

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Ibid., p. 21.



5. When a standardized test is mentioned, it is most frequently the National Teacher Examination.
6. Several states recommend probationary and temporary certifications to provide for extensive evaluation of teacher competencies. Only after competencies have been certified will standard or continuing certificates be issued.
7. Florida, Nevada, and Vermont recommend a fifth-year internship before certification.<sup>1</sup>

Sandefur recommends that the following cautions should be observed in using standardized tests:

1. A national competency test for teachers is no more the answer to educational problems than would be a national curriculum.
2. A rush to design and complete a battery of tests for entry into and exit from teacher education programs may result in poorly designed instruments that ultimately defeat the purposes of competency testing.
3. Decision makers need better information on what tests can and cannot do.
4. Tests and testing procedures may be inherently unfair to certain minority groups; test bias must be eliminated.
5. Educators, lawmakers, and the public must realize that tests are only one segment in a lengthy list of criteria for admission and entry into the teaching profession.<sup>2</sup>

David Seeley summarized a basic limitation on testing teachers to ensure competency when he said:

The main problem is that no one has come up with a test that will predict who will make a good teacher--or a good principal for that matter. No one would be happier than I if one could be found; it would make life much simpler. But at the moment, the most that tests can be expected to do is screen out those whose general educational background is too weak, or those teachers who don't know their subject matter well enough to

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<sup>1</sup>Ibid., p. 30.

<sup>2</sup>Ibid., p. 31.

teach it. Once you get beyond these minimal uses of tests, there is no escape from the need for human judgment followed by very careful monitoring of performance.<sup>1</sup>

In a survey conducted by the American School Boards Association in 1977, it was reported that "superintendents and personnel directors estimated that from five to fifteen percent of the teachers do not give adequate job performance".<sup>2</sup> If this is correct, then there should be programs and assessments to measure incompetence in the teaching profession. Walter Hathaway summarizes the issue of teacher competency testing when he states:

Is testing teachers to insure minimally acceptable levels of the basic skills and perhaps of instructional skills the answer to the creation of optimal learning environments and comprehensive improvement in student learning, growth, and performance? The answer is, of course, "In isolation, no." Rather it is only a bandaid on a symptom of a major failure of American education, not a guarantee of its success. We cannot, however, afford to sit idly by arguing as some do that the level of incompetence among teachers is no worse than in other professions. An aroused public will not permit it even if our consciences would.<sup>3</sup>

#### Staff Development

The concept of a staff development program in all school districts of the state was introduced in House Bill 1706. The law stated that it was the intent of the Legislature to establish a staff development procedure whereby all teachers of the state continue their education beyond initial licensing and certification to ensure that the children of the

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<sup>1</sup>David S. Seeley, "Reducing the Confrontation over Teacher Accountability," Phi Delta Kappan, December 1979, pp. 248-251.

<sup>2</sup>American School Boards Association, Staff Dismissal: Problems and Solutions (Arlington, VA: 1978), pp. 7-10.

<sup>3</sup>Hathaway, Testing Teachers to Insure Competency: The State of the Art, p. 20.

states are taught by professional educators, fully trained in their area of expertise. Each local board of education was to establish staff development programs for the certified and licensed teachers and administrators employed by the board. The programs were to be adopted based upon recommendations of a staff development committee appointed by the local board. The membership of the local staff development committee and procedures for appointment to the committee were addressed in the law. Upon local board approval the staff development programs were to be submitted to the State Board of Education for approval. Any licensed or certified teacher in the state shall be required by the local board of education to meet the staff development requirements.<sup>1</sup>

The knowledge and skills necessary to meet the individual needs of students as they relate to any curriculum area cannot be fully addressed in a preservice education program. The concept of staff development has been in existence for a long time as a result of the recognized limitations inherent in the preservice education of teachers. The concept of staff development is based on the assumption that there is a need for change and renewal and that all educators have a need to grow and progress professionally.

According to Managieri and McWilliams, three components of a successful staff development program are staff involvement, needs assessments, and continuous activities to meet the needs. The staff involvement is accomplished through input into the development, modification, and approval of plans. Needs assessments are successful in involving the staff and allowing for input. Continuous activities to meet the needs

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<sup>1</sup>Oklahoma Statutes Supplement, (1980), O.S. 70-6-158.

have proven to be more effective than one-time programs. They stated that staff development programs which included these components resulted in larger increases in achievement test scores by students, improved attitudes of students, improvement in teacher self-confidence, and more professional behaviors by teachers.<sup>1</sup>

The Quality Practices Task Force of the National Inservice Network reported the following as characteristics of quality staff development programs:

1. They are developed, implemented, and evaluated through a collaborative effort,
2. They are based on identified needs,
3. They are responsive to individuals, to local conditions, and to organizations, and
4. The activities of the staff development programs are accessible.<sup>2</sup>

In 1975, Zigarimi, Betz, and Jensen conducted a study to determine what type of staff development or inservice teachers prefer. They found through a sampling of 1239 teachers in South Dakota schools that:

1. All-day school workshops and after-school workshops were the most frequently used type of inservice and were perceived to be the least useful,
2. Workshops or courses on college campuses were viewed moderately or very useful to one-third of the sample,
3. A useful method was a two-week summer workshop combining teachers and higher education consultants and using interaction and application level training and learning,

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<sup>1</sup>John N. Managieri and David R. McWilliams, "Designing an Effective Inservice Program," Journal of Teacher Education, 27 (Summer, 1976), pp. 110-112.

<sup>2</sup>National Inservice Network, Quality Practices in Inservice Education, Quality Practices Task Force of the National Inservice Network (Indiana University, August, 1980), pp. 1-13.

4. Meetings planned by teachers and administrators were perceived to be the most useful, and
5. Inservice workshops provided by professional associations were perceived as moderately useful.<sup>1</sup>

Burrello and Orbaugh summarized what constitutes effective staff development programs after they had observed inservice education in three states and in federal projects and reviewed research done in fifty-four states and territories. Their findings indicated that:

1. Effective staff development programs should be designed for ownership by the school district and supported by the groups who function within the program,
2. The design and implementation of effective staff development programs should be a collaborative effort by the community, the school, and students,
3. The programs and activities should be based upon the needs of the participants,
4. The program should be responsive to changing needs,
5. The programs should be accessible, and
6. The programs and activities should be evaluated in terms of school district philosophy.<sup>2</sup>

As a result of comparing and synthesizing the results of several studies on staff development, Welen and Kindsvatter suggested the following criteria:

1. Staff development activities must be funded,
2. The needs of teachers must influence the type and design of the staff development program,

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<sup>1</sup>Patricia Zigarimi, Loren Betz, and Darrell Jensen, "Teachers' Preference in and Perception of Inservice Education," Education Leadership, 34 (April, 1977), p. 545.

<sup>2</sup>Leonard C. Burrello and Tim Orbaugh, "Reducing the Discrepancy Between the Known and Unknown in Inservice Education," Kappa, 63 (February, 1982), pp. 385-388.

3. Teachers must be involved in planning the program,
4. There must be clearly written and perceived objectives for the program by the faculty,
5. Area colleges and universities should serve as major sources of consultant and program assistance,
6. Staff development activities should be conducted during the regular school day, or otherwise staff should be compensated, and
7. Staff development programs should be evaluated in relation to objectives.<sup>1</sup>

In a review and analysis of fifty-nine studies using meta-analysis, Lawrence and Harrison suggest that staff development programs are likely to be more successful if they follow these guidelines:

1. Involve teachers and other professionals in initiating, planning, scheduling, and conducting development activities,
2. Design programs to be a collective effort of the faculty, with common purposes directed toward general faculty development rather than focus on deficiencies and needs of individual faculty members,
3. Fund professional development activities in ways that permit individual schools to sponsor them, to design activities and to select inside and outside leadership as appropriate to the plans,
4. Schedule activities at times that do not compete with but complement other professional obligations, and
5. Select diverse program patterns that fit situations instead of relying heavily on the overused general workshop pattern.<sup>2</sup>

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<sup>1</sup>William W. Welen and Richard Kindsvatter, "Implication of Research for Effective Inservice Education," Clearinghouse, 51 (1978), pp. 392-396.

<sup>2</sup>Gordon Lawrence and David Harrison, "Policy Implications of the Research on the Professional Development of Educational Personnel: An Analysis of Fifty-Nine Studies," in The 1981 Report on Educational Personnel Development, ed. C. Emily Feistritzer (Washington, DC: Feistritzer Publications, 1980), p. 162.

Schools are only as effective and efficient as the individuals who work in them. For teachers and administrators to be maximally effective in their very important roles, they must not only be aware of the latest developments in their respective fields, but also use those developments to upgrade their skills. The system that can ensure such awareness and that can help school staffs expand their skills is a well-organized and ongoing program of staff development that makes each member of the school staff an active participant in the program. Since needs and circumstances of individual schools are varied, no one curriculum can be suggested for a staff development program. The research indicates that each program must be designed specifically for a particular group of individuals and always with the overall goals of the group or person in mind.

#### Summary

This review of the literature has addressed the historical development of teacher education, teacher education and certification in Oklahoma, strengthening entrance requirements and preservice programs, teacher internships, teacher competency testing, and staff development.

A review of the historical development of teacher education indicates that there has been a constant change in the process of teacher education and certification. It is a continuous process that has resulted in stronger standards and criteria used in preparing teachers. From the development of the normal school to the state teachers college to the university, one can conclude that the process of preparing teachers has become more academic, stringent, and professional. The establishment of schools of pedagogy indicates the importance that society has placed on

teacher preparation. The establishment of accrediting agencies both at the state and national level reveal that a quality program of teacher preparation is important. Through reviewing the history of teacher education one can view House Bill 1706 as another step in the constant seeking of better programs that prepare teachers.

A review of the literature concerning teacher education and certification in Oklahoma indicates that the process of preparing and certifying teachers in Oklahoma has followed the national trends. One can conclude that the Legislature and the State Board of Education have strived to constantly increase standards related to teacher certification. The structure of teacher education and certification in Oklahoma reveals that many entities such as the Regents for Higher Education, the State Board and State Department of Education, the Professional Standards Board, the institutions of higher education, and the Legislature are all involved in the teacher education and certification process. House Bill 1706 is a continuation of this involvement by such groups, but does some re-structuring of the certification process. It continues the involvement of all groups, yet shifts responsibilities and duties within the groups.

House Bill 1706 required the strengthening of screening requirements of students entering a college of education. A review of the literature indicates that colleges of education have struggled with the criteria for selecting students to enter teacher preparation programs. Grade point averages, interviews, screening tests, and personal references have generally been used to screen students for selection. Few studies evaluate the effectiveness of screening criteria. The literature clearly



supports the need felt by schools of education to develop effective methods of screening teacher education applicants. House Bill 1706 clearly supports more stringent selection requirements.

A teacher internship is required by House Bill 1706. A review of the literature reveals that teacher internships have taken many and various forms as far as design, yet all are generally designed for the purpose of integrating theory and practice. The literature supports the design and purpose of the entry-year assistance programs as described in House Bill 1706. Internships should be considered a part of the preparation of a teacher and should be in an actual school situation. It should be of a significant length of time with adequate supervision from school officials and personnel from institutions of higher education. Recently internships are becoming a focal point of teacher preparation and are proving to be successful in assisting the beginning teacher. Through internships teacher preparation is becoming a responsibility of colleges and public schools. House Bill 1706 requires this emerging partnership in preparing teachers.

The literature indicates that teacher competency testing is emerging rapidly in many states. The impetus for testing teachers has generally come from legislation, state boards of education, or state departments of education. It is a response to the public in terms of accountability. However, in utilizing teacher competency tests, cautions should be observed, and people must realize that testing is only one facet of the certification process. House Bill 1706 created one of the most comprehensive and complex certification testing programs anywhere in the nation.

House Bill 1706 created a staff development program for all certified and licensed teachers and administrators. The literature indicates that the design of a staff development program should be needs based and be developed with staff involvement. Staff development programs should be developed and implemented through a collaborative effort which involves the people affected by the program. Staff development activities should be funded, and continuous activities prove more effective than one-time workshops or programs. The literature supports the manner in which the staff development program has been designed and implemented in Oklahoma.

This review of the literature points out that the programs created and implemented through House Bill 1706 are based on research in the area of teacher education. The programs are designed in a manner which the literature supports. As a result, it is important for the perceptions of people involved in the implementation of House Bill 1706 to be studied for the purpose of identifying areas of agreement and disagreement to serve as a point of departure in resolving these differences. As a result Oklahoma will have better prepared teachers entering the classrooms.

## CHAPTER III

### METHODOLOGY

The purpose of this chapter is to explain the planning of the research, to discuss the selection of the sample, the formulation of the instrument, the procedures followed in obtaining the data, and to describe the statistical treatment which was applied to the data.

Five hundred and fifty classroom teachers, public school administrators, school board members, and teacher education instructors were asked to complete a one hundred two (102) item opinionnaire to determine their opinions relating to selected areas of House Bill 1706. A stratified random sample from within each of the populations was asked to complete the opinionnaire to determine their perceptions relating to the four basic concepts presented in House Bill 1706. Specifically, what are the perceptions of teachers, school administrators, school board members, and college of education personnel concerning the programs outlined in the legislation? Members of the four groups were asked to complete the opinionnaire, indicating their opinions about the strengthening of undergraduate programs, teacher competency testing, entry-year assistance, and staff development.

The methods and procedures used in this study were divided into these areas: (1) the pre-experimental procedures, (2) the data collection

procedures, and (3) the data analysis procedures. Each of these areas is further divided into steps or processes with the appropriate explanation.

### Pre-Experimental Procedures

The pre-experimental procedures included the following steps: Choice of research design; choice of populations and samples; development of opinionnaire; choice of testing statistics; and obtaining approval and support for conducting the study.

#### Choice of Research Design

The first procedure was to determine the appropriate research design for the conducting of the experiment desired. Research is considered to be the more formal, systematic, and intensive process of carrying on a scientific method of analysis. Scientific method in problem solving may be an application of problem identification, hypothesis formulation, observation, analysis, and conclusion. The research design is the systematic activity directed toward discovery and development of an organized body of knowledge. It is the actual methods used in the gathering and analysis of the data.<sup>1</sup>

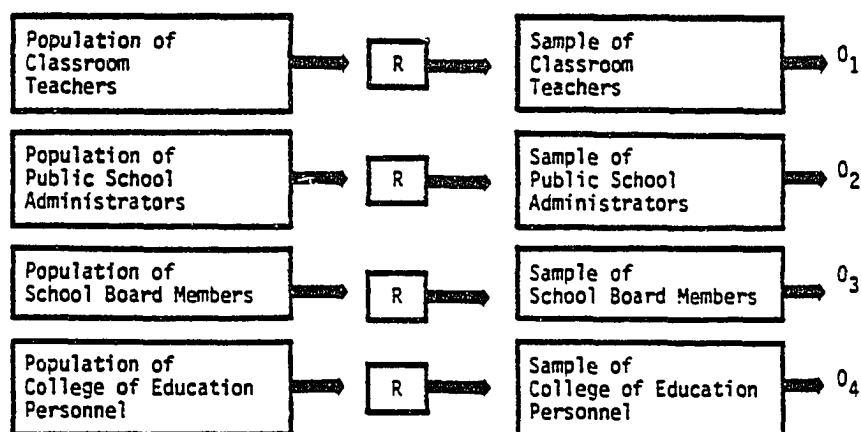
The type of research method chosen for this particular study was descriptive research. Descriptive research involves the description, recording, analysis, and interpretation of conditions that now exist. It involves some type of comparison or contrast and may attempt to discover

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<sup>1</sup>John W. Best, Research in Education (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1977), p. 8.

relationships that exist between existing nonmanipulated variables.<sup>1</sup> In descriptive studies, the researcher obtains facts and arrives at judgments pertaining to existing phenomena.

Therefore, the research design chosen for the present investigation was a survey-type study designed to describe perceptions certain individuals have regarding the existing law and to provide direction for future practices. A diagram of the design is presented in Figure 3.



Explanation of Symbols:

- |  |  |
|--|--|
| <div style="border: 1px solid black; padding: 2px; display: inline-block;">R</div> | = Randomly sampled   |
| O <sub>1</sub>   | = Observations made through opinionnaire completed by classroom teachers             |
| O <sub>2</sub>   | = Observations made through opinionnaire completed by public school administrators   |
| O <sub>3</sub>   | = Observations made through opinionnaire completed by school board members           |
| O <sub>4</sub>   | = Observations made through opinionnaire completed by college of education personnel |

Figure 3. Illustration of Research Design

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<sup>1</sup>Ibid., p. 15.

### Choice of Populations and Samples

The second step in the pre-experimental procedures was to select the populations and samples necessary for conducting the study. The population for this study was comprised of four groups: (1) classroom teachers, (2) public school administrators, (3) local school board members, and (4) college of education personnel. Because of the large population of teachers, administrators and board members, a stratified random sample of teachers, administrators, and board members was designed according to geographic region and size of school district. The state of Oklahoma was divided into four geographic regions: Northwest Region, Southwest Region, Southeast Region, and Northeast Region. The Northwest Region comprised 19 counties; the Southwest Region had 19 counties; the Southeast Region included 17 counties; and there were 22 counties in the Northeast Region. The school districts located in these counties were assigned to the proper region and then assigned to cells according to size of school district. Each region was comprised of four cells.

Statewide, six hundred and twenty school districts were placed into cells based on enrollment as follows:

Cell 1 Enrollment:	24 - 193
Cell 2 Enrollment:	194 - 382
Cell 3 Enrollment:	383 - 827
Cell 4 Enrollment:	828 - 57,717

This provided for an approximate equal number of school districts per cell.

Those districts comprising these cells were then assigned to the respective region. A diagram of this stratification, by region, is shown in Figure 4. Appendix A shows the percentage of school districts in each region that appear in each cell within that region. The utilization of school districts in the sampling of these three populations was possible

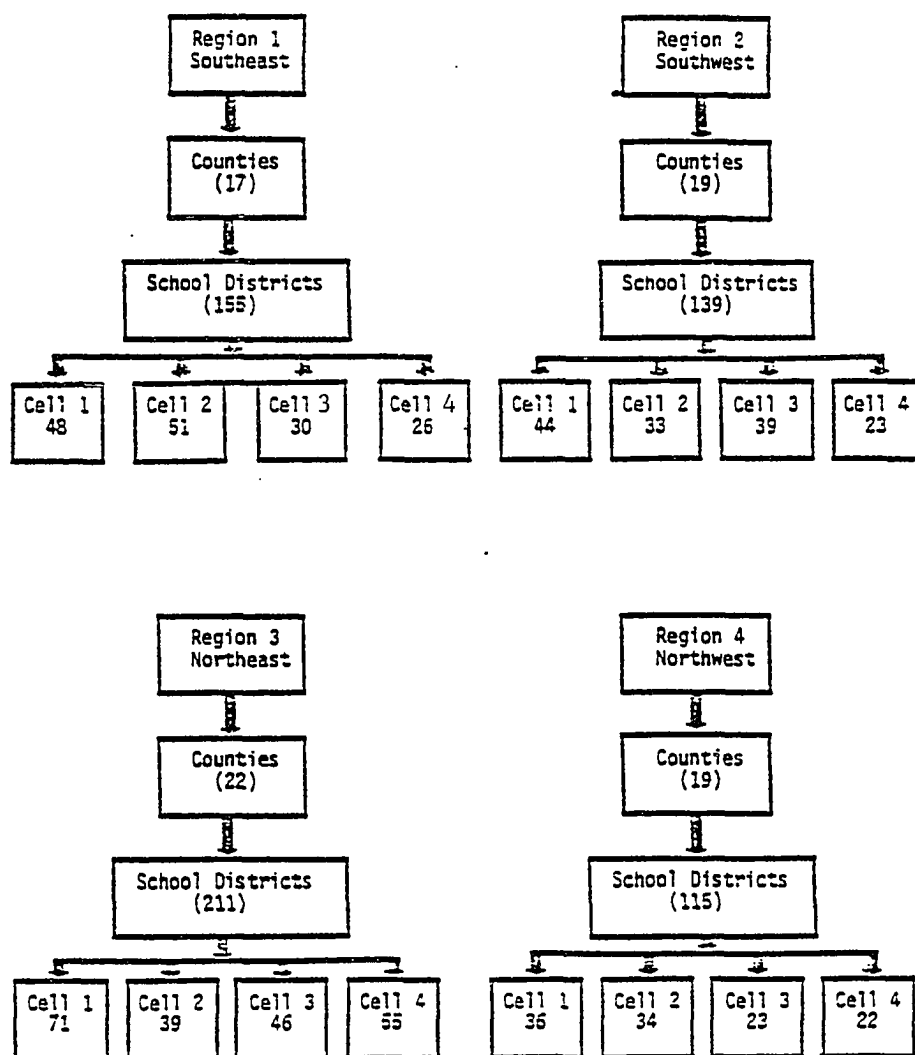


Figure 4. Number of School Districts by Region and Cell

because the sample of teachers was taken from those teachers serving as chairpersons of local staff development committees. The sample of administrators was chosen by school districts; and a proportionate sample of superintendents, high school principals, junior high principals, and elementary principals was chosen. This was determined by finding the percentage of superintendents, elementary principals, junior high principals, and high school principals there were of the total number in the state. Based upon the percentage of school districts in each region, the number of school board members, administrators, and teachers was chosen for each region. Appendix B includes an analysis of this sampling. Appendix C contains the actual number in the sample from each region. The sample of school board members was chosen from the presidents of local boards of education.

The population of college of education personnel was identified by the twenty directors of teacher education in the twenty institutions in Oklahoma that have teacher education programs. From the list of 381 college instructors, a sample was chosen using a table of random numbers.

The total sample size was 550. It consisted of 250 teachers, 100 administrators, 100 school board members, and 100 college personnel.

#### Development of Opinionnaire

The third step in the pre-experimental procedures was the development of the opinionnaire to be used in the study. Since no previous studies have been conducted concerning House Bill 1706, it was necessary to conceptualize and to design an instrument that would yield data to test the hypotheses of this study. These hypotheses concern the



perceptions certain groups have about various aspects of the law. The information form that attempts to measure the attitude or belief of an individual is known as an opinionnaire. This device is frequently used to measure the attitudes of people toward other people, policies, or situations. In using the opinionnaire, the researcher hopes to be able to sample the reactions of people in such a way as to be able to make inferences about their attitudes or opinions.<sup>1</sup>

It was decided that a summated scale, consisting of a series of items to which the subjects would be asked to react, would be most suitable to test the study's hypotheses. The type of summated scale most frequently used in the study of social attitudes follows the pattern referred to as a Likert-type scale. Therefore, the type of opinionnaire used in this study was a summated scale devised by Rensis Likert and is referred to as a Likert-type scale or the Likert Method of Summated Ratings. When a Likert-type scale is used, the subjects are asked to respond to a statement in terms of agreement or disagreement. Likert uses five categories of response: Strongly agree, agree, undecided, disagree, strongly disagree. Each response is assigned a point value indicating the degree of agreement or disagreement. After a person has responded to all the statements on the opinionnaire, a summation of the scores of the individual's responses to the items gives a total score which is interpreted as representing his or her position on the scale of attitude toward the object.<sup>2</sup>

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<sup>1</sup>George Robb and Billy Tunney, Research in Education: An Introduction (Hillsdale, IL: The Dryden Press, Inc., 1971), p. 138.

<sup>2</sup>Claire Selltiz, Maire Jahoda, Morton Deutsch, and Stuart W. Cook, Research Methods in Social Relations (New York: Henry Holt and Company, Inc., 1959), p. 366.

To study the problem, a four-part opinionnaire composed of Likert-type scales was developed. Part I, composed of 15 items, used a five-point scale to determine the subject's perceptions of House Bill 1706 concerning the strengthening of programs in the colleges of education. Part II, composed of 35 items, also used a five-point scale to determine the subject's perceptions of House Bill 1706 concerning the entry-year assistance program. A five-point scale was also used in Parts III and IV to determine the subject's perceptions of House Bill 1706 in the areas of teacher competency testing and staff development programs, respectively. Part III consisted of 18 items, and Part IV was composed of 34 items.

The items on the opinionnaire were developed by taking statements from the law and from State Board of Education Rules and Regulations for the implementation of the law. Each statement taken from the law or from the regulations was restated in a manner in which the subjects could respond in terms of their opinion on the statement. A few statements in the opinionnaire were used to determine perceptions concerning problem areas experienced in the implementation of House Bill 1706.

Following the first draft of the opinionnaire, the researcher's doctoral advisory committee reviewed the instrument for content, relevance, and ambiguity. This committee was utilized as a panel of experts to establish the content validity of the instrument. Since the items on the opinionnaire were developed directly from statements in the law and from the regulations, the validity of the content of the opinionnaire had basically already been established. In making a judgment concerning content validity, two major questions must be considered: (1) whether the instrument is measuring the kind of behavior that the investigator

assumes it is, and (2) whether it provides an adequate sample of that kind of behavior.<sup>1</sup> In the opinion of the researcher's doctoral advisory committee, the opinionnaire met both requirements.

After the recommendations of the doctoral committee had been incorporated into the opinionnaire, the suggestion was made that the instrument be tested for reliability utilizing graduate classes. The opinionnaire was administered to a graduate class in school administration and to one in school law. This administration of the opinionnaire revealed an average completion time of 25 minutes. Results of this administration were used to establish instrument reliability.

Whenever a test or opinionnaire is administered, many factors enter into the error component of an individual's score. The size of this error component is related to the reliability of any measuring device. The smaller the error component or error score, the more reliable the measuring instrument. In its simplest form, reliability means consistency. A reliable instrument leads to measurement units which are fairly similar over time.<sup>2</sup>

To establish instrument reliability, the split-halves method was used. An advantage of this method is that only one questionnaire is needed for the computation of the reliability coefficient as compared with the parallel forms method. Each questionnaire is scored so that a single questionnaire yields two scores. This was done by summing the responses on the odd-numbered items. A Pearson product-moment

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<sup>1</sup>Ibid., p. 165.

<sup>2</sup>N. M. Bownie, and R. W. Heath, Basic Statistical Methods (New York: Harper and Row, Publishers, Inc., 1974), p. 236.

correlation coefficient was computed between the two sets of scores to yield a reliability coefficient. This type of coefficient is often called a coefficient of internal consistency.<sup>1</sup> This coefficient indicates the degree to which the two halves of the test are equivalent.

When one computes the reliability coefficient using the split-halves method, then the coefficient is the equivalent of one for a questionnaire of half the size of the original questionnaire. This occurs due to the fact that the questionnaire is scored on an odd-even basis, therefore dividing the length of the original questionnaire in half. To make a correction for this effect, the Spearman-Brown formula was applied to estimate the reliability of the scores based on the full length opinionnaire.

The reliability of the instrument was determined from the two administrations of the opinionnaire to graduate classes in school administration and school law. Application of the statistical procedures resulted in a reliability coefficient of .965 for the opinionnaire. According to Downie and Heath, in general, reliability coefficients of well-made standardized tests tend to be high, .90 or above. There is no hard and fast rule that says that any reliability has to be of a certain size, but .90 or above is well accepted.

Because the content validity and an acceptable level of reliability had been established for the opinionnaire, it was judged adequate to use as the data collection instrument for the study. Appendix D includes the opinionnaire used in this study.

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<sup>1</sup>Ibid., p. 238.

### Choice of Testing Statistics

The fourth step in the pre-experimental procedures was to select the appropriate analytical tools for making the desired statistical calculations.

As indicated in Chapter I, the concern of this study was to determine whether or not there is a difference in the perceptions of teachers, school administrators, school board members, and college of education personnel regarding the basic concepts presented in House Bill 1706.

In testing  $H_{01}$ , the analysis of variance technique, originally developed by Sir Ronald A. Fisher, was used to determine the significance of difference. Fisher's F-test was used to analyze the variability among the mean scores of the four samples. In testing the null hypothesis that the population means were equal, a comparison was made of the between-groups variance and the within-groups variance. The formula for the F-test for the analysis of variance is as follows:

$$F = \frac{S_b^2}{S_w^2}, \quad \begin{array}{l} df \text{ (between)} = K-1 \\ df \text{ (within)} = N-K \end{array}$$

where:

$S_b^2$  = the between-groups variance

$S_w^2$  = the within-groups variance

K = the number of sample means being compared

N = total number of subjects in all of the samples.<sup>1</sup>

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<sup>1</sup>Estelle S. Gellman, Statistics for Teachers (New York: Harper and Row, Publishers, 1973), p. 133.

Once the F-test was used to determine the significance of difference between the four sample variances, the hypothesis was tested in the following manner:

$$H_0: \mu^1 = \mu^2 = \mu^3 = \mu^4$$

$$\alpha = .05$$

$$H_a: \mu^1 \neq \mu^2 \neq \mu^3 \neq \mu^4$$

If the value of F fell in the rejection region, the null hypothesis was rejected; if the value of F fell within the acceptance region, the null hypothesis was accepted.

In testing  $H_{02}$ ,  $H_{03}$ ,  $H_{04}$ , and  $H_{05}$ , the researcher was interested in determining whether there was a difference in the number or frequency of people responding in certain ways. A statistical technique appropriate for data in the form of frequencies is called the chi-square test. The chi-square test is a test that reveals the extent to which an observed set of frequencies differs from the frequencies that were expected. Contingency tables were constructed for each of the items on the questionnaire, and a value of chi-square was determined using the following formula:

$$\chi^2 = \sum \left\{ \frac{(f_o - f_e)^2}{f_e} \right\}$$

where:  $f_e$  is the expected frequency and  $f_o$  is the obtained frequency.<sup>1</sup>

Once  $\chi^2$  was determined, the hypothesis were tested in the following manner:

$$H_0: p_1 = p_2 = p_3 = p_4$$

$$\alpha = .05$$

$$H_a: p_1 \neq p_2 \neq p_3 \neq p_4$$

If the value of  $\chi^2$  fell in the rejection region, the null hypothesis was

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<sup>1</sup>Edward W. Minium, Statistical Reasoning in Psychology and Education, 2d edition (New York: John Wiley & Sons, 1978), p. 428.

rejected; if the value of  $\chi^2$  fell in the acceptance region, the null hypothesis was accepted.

Acceptance or rejection of null hypotheses statements is dependent upon the level of significance set by the researcher. For the purposes of this study, the researcher selected the .05 level of significance for accepting or rejecting the study's null hypotheses. According to Minium:

The decision to accept or reject the null hypothesis is dependent on the criterion of rarity of occurrence adopted, commonly known as the level of significance  $\{\alpha\}$ . In recent years, it has become common for research workers to evaluate the outcome of tests according to the .05 or .01 level of significance. These values tend to give reasonable assurance that the null hypothesis will not be rejected unless it really should be. At the same time, they are not so stringent as to raise unnecessarily the likelihood of accepting false hypotheses.<sup>1</sup>

#### Obtaining Approval/Support for Conducting the Study

The final step in the pre-experimental procedures was to obtain approval and support for conducting the study. In particular, the researcher sought the approval and support of the State Superintendent of Public Instruction and the Deans or Directors of Teacher Education in the institutions of higher education in Oklahoma that offer teacher education programs.

• After obtaining the necessary assistance and support to conduct the study, the opinionnaires were distributed to the participants. An intensive effort was made to collect as many opinionnaires as possible.

#### Data Collection Procedures

The second phase of the methodology was the data collection procedures. These procedures included the actual collection of the data

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<sup>1</sup>Ibid., pp. 270-271.

from the participants. A total of 550 opinionnaires were mailed to 250 teachers, 100 administrators, 100 school board members, and 100 teacher education personnel. Included with the opinionnaire was a letter to the participant explaining the purpose of the opinionnaire, the confidentiality of a response, and the importance of a response to the completion of the study. A self-addressed, stamped envelope was also enclosed with each letter and opinionnaire.

After a reasonable period of time, a follow-up letter was mailed to those participants who had not responded. Some contacts were also made by telephone.

### Data Analysis Procedures

The third phase of the methodology was the analysis of the data. This phase consisted of the pre-analysis treatment of the data and the actual processing of the data by computer to yield the statistical calculations.

#### Pre-Analysis Treatment of Data

Following receipt of the opinionnaire, a code number on each opinionnaire was checked against the master list of samples to determine those participants from whom a response had been received. The opinionnaires were then organized for entry onto computer disk. The format used to enter the data is shown in Figure 5.

The data were entered in this manner on the computer disk to yield a computer printout of the raw data and of the statistical calculations.



<u>Information</u>	<u>Columns</u>
1. Code Number	1-8
2. Group Number	2-8
3. Item Responses	10-111

Figure 5. Illustration of Data-Entry Format

The code number referred to the participant responding to the opinionnaire; the group number referred to the particular sample; and the item responses referred to the numeric responses on the Likert scale for each item.

#### Statistical Calculations

The data were entered into the computer and analyzed to determine the results of the study. Determination of the value of Fisher's F for the analysis of variance and the value of chi-square for each item was accomplished by utilizing a Burroughs B-6800 computer. The statistical system selected to perform the analysis was SPSS. The Statistical Package for the Social Sciences (SPSS) is an integrated system of computer programs designed for the analysis of social science data. The system provides a unified and comprehensive package that enables the user to perform many different types of data analysis in a simple and convenient manner. It also offers the researcher a large number of statistical routines commonly used in the social sciences.<sup>1</sup> The final results of the statistical calculations were used in determining level of significance for hypotheses testing, and contingency tables on each item of the opinionnaire were used

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<sup>1</sup>Dale H. Bert, C. Hadlai Hull, Jean G. Jenkins, Norman H. Nie, and Karin Steinbrenner, SPSS: Statistical Package for the Social Sciences, 2d edition (New York: McGraw-Hill Company, 1975), p. 1.

to draw secondary conclusions regarding certain aspects of House Bill 1706. Chapter IV contains the results of the statistical analysis.

## CHAPTER IV

### ANALYSIS AND INTERPRETATION OF DATA

This chapter of the research report contains an analysis and interpretation of the data obtained from the opinionnaires as it relates to each of the hypotheses under investigation. The major questions this research effort attempted to answer were as follows:

1. Was there a difference in the way that teachers, administrators, school board members, and college of education personnel perceived House Bill 1706 as being a program that is necessary to improve the quality of teaching in the State of Oklahoma?
2. Was there a difference in the way that teachers, administrators, school board members, and college of education personnel perceived the strengthening of undergraduate programs in the colleges of education in Oklahoma?
3. Was there a difference in the way that teachers, administrators, school board members, and college of education personnel perceived the concept of the entry-year assistance program as presented in House Bill 1706?
4. Was there a difference in the way that teachers, administrators, school board members, and college of education personnel perceived the concept of the curriculum competency exams as presented in House Bill 1706?
5. Was there a difference in the way that teachers, administrators, school board members, and college of education personnel perceived the concept of staff development programs as presented in House Bill 1706?

Participants from each of the four groups were randomly selected. Five hundred and fifty opinionnaires were mailed to the four groups. Table 3 shows the number mailed to each group and the number and the percentage returned.

TABLE 3  
NUMBER OF OPINIONNAIRES MAILED TO EACH GROUP  
and PERCENTAGE OF RETURN

Group	Number Mailed	Number Returned	Percentage Returned
School Board Members	100	55	55
School Administrators	100	72	72
School Teachers	250	189	76
College of Education Instructors	100	86	86
TOTAL	550	402	73

A copy of the opinionnaire sent to the participants is presented in Appendix D..

The participants' responses to the individual opinionnaire items were compared on an item-by-item basis. These comparisons are presented in the results of hypotheses testing.

### Results of Hypotheses Testing

#### Results of Testing $H_{01}$

The proposition tested in hypothesis 1 was as follows:

$H_{01}$  There is no significant difference among the frequency responses of teachers, school administrators, school board members, and college of education personnel that the program emphasized in House Bill 1706 is necessary to improve the quality of teaching in the State of Oklahoma.

In testing  $H_{01}$ , the analysis of variance technique was used to determine the significance of difference. Fisher's F-test was used to test the null hypothesis. The .05 level of significance was used for accepting or rejecting the null hypothesis. Data relevant to this hypothesis are summarized in Table 4.

TABLE 4  
SUMMARY OF DATA FOR HYPOTHESIS ONE

Source of Variation	df	Sum-of-Squares	Mean-Square	F-Ratio	F-Probability
Between groups	3	21,196.13	7,065.38	4.542	0.0038
Within groups	398	619,072.88	1,555.46		
TOTAL	401	640,269.01			

Based upon the calculated F-ratio of 4.542 and the probability level of .0038, the null hypothesis was rejected. Therefore, there was a significant difference among the frequency of responses of the four groups relative to House Bill 1706 being necessary to improve the quality of teaching in the state of Oklahoma.

Since the F-test was significant, then differences existed among the means of the four groups; however, which differences were significant had not been established. According to Gellman:

When our F-test is significant we should compare the means with another test statistic to determine which differences were significant. One way of testing the means is to use the t-test.<sup>1</sup>

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<sup>1</sup>Estelle S. Gellman, Statistics for Teachers (New York, NY: Harper and Row, Publishers, 1973), p. 192.

The formula used in the t-test is as follows:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{sw^2/n_1 + sw^2/n_2}}, \text{ where}$$

$\bar{x}_1$  = mean of the first sample

$\bar{x}_2$  = mean of the second sample

$sw^2$  = within-groups variance

$n_1$  = size of the first sample

$n_2$  = size of the second sample

In computing the t-value and its probability, an F-value was first computed and its probability established to determine whether the variance was homogeneous or heterogenous. This F-test was used to evaluate the null hypothesis of no difference between the two population variances. If the F-value was not significant, then the variance was considered homogeneous and the variances were pooled in computing the t-value. If the F-value was significant, then the variance was considered heterogeneous and the separate variance estimate was used in computing the t-value.

#### Comparison of Board Members and Administrators

Data relevant to the comparison of board members' responses and the administrators' responses are summarized in Table 5.

TABLE 5

#### COMPARISON OF BOARD MEMBERS' RESPONSES and ADMINISTRATORS' RESPONSES

Group	No. of Cases	F-Value	Probability	t-value	Probability
Board Members	55	1.55	.093	1.96	.052
Administrators	72				

The F-value was not significant at the .05 level, therefore the pooled variance estimate was used. The t-value was not significant at the .05 level of probability. Therefore, there was no significant difference among the responses of board members and school administrators that the program emphasized in House Bill 1706 is necessary to improve the quality of teaching in the state of Oklahoma.

#### Comparison of Board Members and Teachers

Data relevant to the comparison of board members' responses and the teachers' responses are summarized in Table 6.

TABLE 6  
COMPARISON OF BOARD MEMBERS' RESPONSES and  
TEACHERS' RESPONSES

Group	No. of Cases	F-Value	Probability	t-Value	Probability
Board Members	55	1.37	.172	1.00	.319
Teachers	189				

The F-value was not significant at the .05 level, therefore the pooled variance estimate was used. The t-value was not significant at the .05 level of probability. Therefore, there was no significant difference among the responses of board members and teachers that the program emphasized in House Bill 1706 is necessary to improve the quality of teaching in the state of Oklahoma.

#### Comparison of Board Members and College of Education Instructors

Data relevant to the comparison of board members' responses and college of education instructors' responses are summarized in Table 7.

TABLE 7  
COMPARISON OF BOARD MEMBERS' RESPONSES  
and COLLEGE OF EDUCATION INSTRUCTORS' RESPONSES

Group	No. of Cases	F-Value	Probability	t-Value	Probability
Board Members	55	2.80	.000	1.29	.198
Instructors	86				

The F-value was significant at the .05 level, therefore the separate variance estimate was used. The t-value was not significant at the .05 level of probability. Therefore, there was no significant difference among the responses of board members and college of education instructors that the program emphasized in House Bill 1706 is necessary to improve the quality of teaching in the state of Oklahoma.

#### Comparison of Administrators and Teachers

Data relevant to the comparison of administrators' responses are summarized in Table 8.

TABLE 8  
COMPARISON OF ADMINISTRATORS' RESPONSES  
and TEACHERS' RESPONSES

Group	No. of Cases	F-Value	Probability	t-Value	Probability
Administrators	72	1.13	.512	3.49	.001
Teachers	189				

The F-value was not significant at the .05 level, therefore the pooled variance estimate was used. The t-value was significant at the .05 level of probability. Therefore, the null hypothesis was rejected and there



was a significant difference among the responses of administrators and teachers that the program emphasized in House Bill 1706 is necessary to improve the quality of teaching in the state of Oklahoma.

Comparison of Administrators and  
College of Education Instructors

Data relevant to the comparison of administrators' responses and college of education instructors' responses are summarized in Table 9.

TABLE 9  
COMPARISON OF ADMINISTRATORS' RESPONSES and  
COLLEGE OF EDUCATION INSTRUCTORS' RESPONSES

Groups	No. of Cases	F-Value	Probability	t-Value	Probability
Administrators Instructors	72 86	1.80	.011	2.98	.003

The F-value was significant at the .05 level, therefore the separate variance estimate was used. The t-value was significant at the .05 level of probability. Therefore, the null hypothesis was rejected and there was a significant difference among the responses of administrators and college of education instructors that the program emphasized in House Bill 1706 is necessary to improve the quality of teaching in the state of Oklahoma.

Comparison of Teachers and College  
of Education Instructors

Data relevant to the comparison of teachers' responses and college of education instructors' responses are summarized in Table 10.

TABLE 10  
COMPARISON OF TEACHERS' RESPONSES and  
COLLEGE OF EDUCATION INSTRUCTORS' RESPONSES

Groups	No. of Cases	F-Value	Probability	t-Value	Probability
Teachers	189	2.04	.000	.59	.557
Instructors	86				

The F-value was significant at the .05 level, therefore the separate variance estimate was used. The t-value was not significant at the .05 level of probability. Therefore, there was no significant difference among the responses of teachers and college of education instructors that the program emphasized in House Bill 1706 is necessary to improve the quality of teaching in the state of Oklahoma.

In summary,  $H_{01}$  was rejected. Therefore, there was a significant difference in the responses of the four groups concerning whether the program emphasized in House Bill 1706 is necessary to improve the quality of teaching in the State. Subsequent comparisons revealed that:

- a) there was no significant difference among the responses of board members and school administrators,
- b) there was no significant difference among the responses of board members and teachers,
- c) there was no significant difference among the responses of board members and college of education instructors,
- d) there was a significant difference among the responses of administrators and teachers,
- e) there was a significant difference among the responses of administrators and college of education instructors, and
- f) there was no significant difference among the responses of teachers and college of education instructors.

Results of Testing  $H_0$ 

The proposition tested in hypothesis 2 was as follows:

$H_0$  There is no significant difference among the frequency of responses of teachers, school administrators, school board members, and college of education personnel on the concept of strengthening the undergraduate programs in the colleges of education in Oklahoma.

In testing  $H_0$  the nonparametric statistic chi-square was used to determine the significance of difference. Chi-square is used as a test of significance with data that are expressed in frequencies or in terms of percentages or proportions. For each item on the opinionnaire a contingency table was constructed. The .05 level of significance was used for accepting or rejecting the null hypothesis. Data relevant to  $H_0$  were summarized in Table 11.

TABLE 11  
SUMMARY OF DATA FOR HYPOTHESIS TWO

Item Number	$\chi^2$	df	Level of Significance
1.	25.045	12	.0146 *
2.	38.755	12	.0001 *
3.	10.858	12	.5411
4.	17.041	12	.1481
5.	23.505	12	.0237 *
6.	16.454	12	.1713
7.	30.818	12	.0021 *
8.	38.820	12	.0001 *
9.	38.383	12	.0001 *
10.	65.359	12	.0000 *
11.	55.063	12	.0000 *
12.	44.490	12	.0000 *
13.	43.951	12	.0000 *
14.	21.782	12	.0400 *
15.	21.718	12	.0408 *

\* Indicates item was significant.

Following is an analysis of the individual items on Part I of the opinionnaire. The data related to these items are presented in Table 11 and relate to  $H_{02}$ .

#### Item One

The screening requirements of college student applicants for admission into a college of education should be strengthened.

Statistical Interpretation. The  $\chi^2$  obtained, 25.045, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item One. The data indicated that the college of education instructors believed it was more important to strengthen screening requirements than did the teachers, administrators, and school board members. The responses to Item One did not support  $H_{02}$ .

#### Item Two

The State Board of Education should establish entrance requirements to be used by all colleges of education.

Statistical Interpretation. The  $\chi^2$  obtained, 38.755, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Two. The data indicated that teachers, administrators, and school board members believed it was more important for the State Board to establish entrance requirements than did the college of education instructors. Fifty percent of the college instructors disagreed or strongly disagreed with Item Two. The responses to Item Two did not support  $H_{02}$ .

Item Three

Persons who enter teacher education programs should demonstrate competency in the oral and written use of the English language and a minimum grade point average as set by the Professional Standards Board.

Statistical Interpretation. The  $\chi^2$  obtained, 10.858, was not significant at the .05 level of probability. Therefore, the null hypothesis was accepted, and there was no significant difference among the responses of the four groups relative to Item Three. The data indicated that over eighty-four percent of each group agreed or strongly agreed with Item Three. The responses to Item Three did support  $H_{02}$ .

Item Four

Teacher candidates should provide evidence of having worked with children or youth in a variety of situations.

Statistical Interpretation. The  $\chi^2$  obtained, 17.041, was not significant at the .05 level of probability. Therefore, the null hypothesis was accepted, and there was no significant difference among the responses of the four groups relative to Item Four. The data indicated that 55.8% of the respondents agreed or strongly agreed with Item Four, however, 26.4% disagreed or strongly disagreed with this item. The responses to Item Four supported  $H_{02}$ .

Item Five

There should be a greater emphasis upon field work by prospective teachers in the teacher education programs.

Statistical Interpretation. The  $\chi^2$  obtained, 23.505, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of

the four groups relative to Item Five. The data indicated that board members did not place as much emphasis on field work as did the other groups. The responses to Item Five did not support  $H_{02}$ .

#### Item Six

All college of education instructors should continue their education during their tenure at a university.

Statistical Interpretation. The  $\chi^2$  obtained, 16.454, was not significant at the .05 level of probability. Therefore, the null hypothesis was accepted, and there was no significant difference among the responses of the four groups relative to Item Six. A large percentage of each of the four groups either agreed or strongly agreed that instructors in the colleges of education should continue their education. The responses to Item Six supported  $H_{02}$ .

#### Item Seven

Each teacher education program should have a teacher education faculty development committee.

Statistical Interpretation. The  $\chi^2$  obtained, 30.818, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Seven. The data indicated that 69.1% of the respondents agreed or strongly agreed with this item. The responses to Item Seven did not support  $H_{02}$ .

#### Item Eight

The teacher education faculty development committee should include at least one public school classroom teacher as a member.

Statistical Interpretation. The  $\chi^2$  obtained, 38.820, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Eight. The data indicated that teachers and administrators placed more emphasis on the inclusion of a teacher on the committee than did the college of education instructors and the school board members. The responses to Item Eight did not support  $H_{02}$ .

#### Item Nine

Each faculty member directly involved in the teacher education process should have an individual development plan.

Statistical Interpretation. The  $\chi^2$  obtained, 38.383, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Nine. The data indicated that the college of education instructors felt more strongly about this point than did the other three groups. The responses to Item Nine did not support  $H_{02}$ .

#### Item Ten

Review of individual faculty development plans by the Professional Standards Board should be a part of the five-year process of teacher education program review.

Statistical Interpretation. The  $\chi^2$  obtained, 65.359, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Ten. The data indicated that school board members believed this to be more important than did the other groups. The number of respondents undecided on this item was 35.3%. The responses to Item Ten did not support  $H_{02}$ .

Item Eleven

All full-time college of education faculty members should be required once every five years to serve in a public school the equivalent of at least one-half day per week for one semester.

Statistical Interpretation. The  $\chi^2$  obtained, 55.063, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Eleven. The data indicated that teachers, administrators, and board members believed that college instructors should be required to serve in a public school. This differed with the opinion of the college of education instructors. The responses to Item Eleven did not support  $H_0$ .

Item Twelve

In increasing entrance requirements and strengthening undergraduate programs, the Legislature must give major consideration to increasing the salaries of teachers substantially.

Statistical Interpretation. The  $\chi^2$  obtained, 44.490, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Twelve. The data indicated that college instructors, teachers, and administrators believed this to be more important than did school board members. The responses to Item Twelve did not support  $H_0$ .

Item Thirteen

House Bill 1706 makes possible a closer network of cooperation among classroom teachers, administrators, and college instructors.



Statistical Interpretation. The  $X^2$  obtained, 43.951, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Thirteen. The data indicated that college instructors believed more than teachers, administrators, and board members that House Bill 1706 would make possible a closer network of cooperation. The responses to Item Thirteen did not support  $H_{02}$ .

#### Item Fourteen

The licensing and certification requirements set forth in House Bill 1706 will ensure that the children of Oklahoma will be provided with teachers of demonstrated ability.

Statistical Interpretation. The  $X^2$  obtained, 21.782, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Fourteen. Many of the respondents were undecided on this item, and comparable numbers of respondents disagreed and agreed with this item. The responses to Item Fourteen did not support  $H_{02}$ .

#### Item Fifteen

All students graduating from an accredited college of education prior to February 1, 1982, should be subject to the certification requirements in effect before the effective date of this act.

Statistical Interpretation. The  $X^2$  obtained, 21.718, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Fifteen. The data indicated that

50.3% agreed or strongly agreed with the item, yet 31.3% disagreed or strongly disagreed. The responses to Item Fifteen did not support  $H_{02}$ .

#### Summary of Results for $H_{02}$

On twelve (12) items there was a significant difference at the .05 level of probability among the responses of the four groups.

On three (3) items there was no significant difference at the .05 level of probability among the responses of the four groups.

Based upon the results of the statistical analysis,  $H_{02}$  was rejected. Therefore, there was a significant difference among the frequency of responses of teachers, school administrators, school board members, and college of education personnel on the concept of strengthening the undergraduate programs in the colleges of education in Oklahoma.

#### Results of Testing Hypothesis<sub>3</sub>

The proposition tested in hypothesis 3 was as follows:

There is no significant difference among the frequency of responses of teachers, school administrators, school board members, and college of education personnel on the concept of entry-year assistance programs.

Hypothesis 3 was tested using  $\chi^2$  to determine the level of significance. The .05 level of significance was used for accepting or rejecting the null hypothesis. Data relevant to  $H_{03}$  were summarized in Table 12.

TABLE 12  
SUMMARY OF DATA FOR HYPOTHESIS THREE

Item Number	$\chi^2$	df	Level of Significance
16	24.660	12	.0165 *
17	24.096	12	.0197 *
18	14.074	12	.2960
19	30.091	12	.0027 *
20	21.047	12	.0497 *
21	25.304	12	.0134 *
22	29.828	12	.0030 *
23	51.154	12	.0000 *
24	14.834	12	.2506
25	13.203	12	.3545
26	16.829	12	.1561
27	61.690	12	.0000 *
28	52.385	12	.0000 *
29	49.477	12	.0000 *
30	28.629	12	.0045 *
31	13.754	12	.3167
32	17.109	12	.1455
33	33.623	12	.0008 *
34	14.493	12	.2703
35	17.447	12	.1335
36	65.742	12	.0000 *
37	33.221	12	.0009 *
38	13.463	12	.3363
39	45.557	12	.0000 *
40	29.796	12	.0030 *
41	27.866	12	.0058 *
42	27.495	12	.0066 *
43	25.284	12	.0135 *
44	60.380	12	.0000 *
45	39.969	12	.0001 *
46	42.905	12	.0000 *
47	14.627	12	.2624
48	21.015	12	.0502
49	13.097	12	.3620
50	38.965	12	.0001 *

\* Indicates Item was significant

Following is an analysis of the individual items on Part II of the opinionnaire. The data relevant to these items were presented in Table 12 and relate to  $H_{03}$ .

Item Sixteen

A local committee (entry-year assistance committee) should review the teaching performance of a beginning teacher and make recommendations to the State Board regarding certification.

Statistical Interpretation. The  $\chi^2$  obtained, 24.660, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Sixteen. Of total respondents, 61.2% agreed or strongly agreed with the item. A larger percentage of school administrators either disagreed or strongly disagreed with the item than did the other three groups. The responses to Item Sixteen did not support  $H_{03}$ .

Item Seventeen

The entry-year assistance committee should consist of the following persons: teacher consultant, principal or assistant principal or a designated administrator, and a teacher educator of an institution of higher education.

Statistical Interpretation. The  $\chi^2$  obtained, 24.096, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Seventeen. The data indicated that 63.2% of the respondents agreed or strongly agreed with the item. A larger percentage of school administrators disagreed with the item than did the other groups. The responses to Item Seventeen did not support  $H_{03}$ .

Item Eighteen

Teacher Consultants should have expertise in the teaching field of the entry-year teacher.

Statistical Interpretation. The  $\chi^2$  obtained, 14.074, was not significant at the .05 level of probability. Therefore, the null hypothesis was accepted, and there was no significant difference among the responses of the four groups relative to Item Eighteen. The data indicated that 87.8% of the respondents either agreed or strongly agreed with this item. The responses to Item Eighteen supported  $H_{03}$ .

#### Item Nineteen

Higher education members of the entry-year assistance committee should have expertise and experience in the teaching field of the entry-year teacher.

Statistical Interpretation. The  $\chi^2$  obtained, 30.091, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Nineteen. Teachers and school board members felt more strongly that the higher education person should have expertise in the subject than did the college instructors and school administrators. The responses to Item Nineteen did not support  $H_{03}$ .

#### Item Twenty

In all cases, at least one member of the entry-year assistance committee should have expertise and experience in the teaching field of the entry-year teacher.

Statistical Interpretation. The  $\chi^2$  obtained, 21.047, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Twenty. It is to be noted that the level of significance of this item was .0497 which is very close to the acceptance region. The responses to Item Twenty did not support  $H_{03}$ .

Item Twenty-One

The primary function of the teacher consultant should be to provide guidance and assistance to an entry-year teacher.

Statistical Interpretation. The  $\chi^2$  obtained, 25.304, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Twenty-One. A larger percentage of board members, administrators and teachers agreed or strongly agreed with this item than did higher education instructors. The responses to Item Twenty-One did not support  $H_{03}$ .

Item Twenty-Two

A teacher consultant should be a classroom teacher.

Statistical Interpretation. The  $\chi^2$  obtained, 29.828, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Twenty-Two. Teachers felt this to be more important than did the other three groups. The responses to Item Twenty-Two did not support  $H_{03}$ .

Item Twenty-Three

A teacher consultant should hold a standard certificate and have at least two years of classroom teaching experience as a certified teacher.

Statistical Interpretation. The  $\chi^2$  obtained, 51.154, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Twenty-Three. Again, teachers felt

more strongly about this item than did the other groups. The responses to Item Twenty-Three did not support  $H_{03}$ .

#### Item Twenty-Four

A teacher consultant should be able to serve more than two consecutive years.

Statistical Interpretation. The  $\chi^2$  obtained, 14.834, was not significant at the .05 level of probability. Therefore, the null hypothesis was accepted, and there was no significant difference among the responses of the four groups relative to Item Twenty-Four. The data indicated that 26.6% of the respondents were undecided, and 54.2% of the respondents agreed or strongly agreed with the item. The distribution was similar among all four groups. The responses to Item Twenty-Four supported  $H_{03}$ .

#### Item Twenty-Five

A teacher consultant should be selected by the principal from a list submitted by the bargaining unit where one exists.

Statistical Interpretation. The  $\chi^2$  obtained, 13.203, was not significant at the .05 level of probability. Therefore, the null hypothesis was accepted, and there was no significant difference among the responses of the four groups relative to Item Twenty-Five. Again, the distribution was similar among the four groups. The responses to Item Twenty-Five supported  $H_{03}$ .

#### Item Twenty-Six

In the absence of a bargaining unit, the principal should select the teacher consultant from a list submitted by the teachers.

Statistical Interpretation. The  $\chi^2$  obtained, 16.829, was not significant at the .05 level of probability. Therefore, the null hypothesis was accepted, and there was no significant difference among the responses of the four groups relative to Item Twenty-Six. The responses to Item Twenty-Six supported  $H_{03}$ .

#### Item Twenty-Seven

The bargaining unit should be involved in the selection process of the teacher consultant.

Statistical Interpretation. The  $\chi^2$  obtained, 61.690, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Twenty-Seven. A larger percentage of teachers agreed or strongly agreed with this item than did school administrators, board members, or higher education instructors. The responses to Item Twenty-Seven did not support  $H_{03}$ .

#### Item Twenty-Eight

A teacher should serve as a teacher consultant for one entry-year teacher at a time.

Statistical Interpretation. The  $\chi^2$  obtained, 52.385, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Twenty-Eight. Teachers responded more in terms of agreeing with the statement than did each of the other three groups. The responses to Item Twenty-Eight did not support  $H_{03}$ .

#### Item Twenty-Nine

Each entry-year teacher should have an appropriate inservice program.



Statistical Interpretation. The  $\chi^2$  obtained, 49.477, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Twenty-Nine. Teachers, administrators, and higher education instructors felt very strongly about this item, whereas board members did not respond as positively as the other groups. The responses to Item Twenty-Nine did not support  $H_{03}$ .

#### Item Thirty

To be certified, a person should have completed at least one year of entry-year assistance.

Statistical Interpretation. The  $\chi^2$  obtained, 28.629, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Thirty. A larger percentage of board members and higher education instructors responded positively to this item than did teachers and administrators. However, a larger percentage of administrators agreed or strongly agreed with the item than teachers. Only 69.7% of the teachers responded positively to the item. The response to Item Thirty did not support  $H_{03}$ .

#### Item Thirty-One

A person should be able to serve a second year of entry-year assistance if not recommended for certification after the first year of entry-year assistance.

Statistical Interpretation. The  $\chi^2$  obtained, 13.754, was not significant at the .05 level of probability. Therefore, the null hypothesis was accepted, and there was no significant difference among the responses of the four groups relative to Item Thirty-One. The responses to Item Thirty-One supported  $H_{03}$ .

Item Thirty-Two

If a person is unsuccessful after two years of entry-year assistance, this person should not be allowed to teach in the accredited schools of Oklahoma.

Statistical Interpretation. The  $\chi^2$  obtained, 17.109, was not significant at the .05 level of probability. Therefore, the null hypothesis was accepted, and there was no significant difference among the responses of the four groups relative to Item Thirty-Two. The data indicated that 61.9% of the respondents agreed or strongly agreed with the item. The responses to Item Thirty-Two supported  $H_{03}$ .

Item Thirty-Three

The local board should appoint the entry-year assistance committee members.

Statistical Interpretation. The  $\chi^2$  obtained, 33.623, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Thirty-Three. A larger percentage of board members felt the local board should appoint the committee members than did higher education instructors, teachers, or administrators. The responses to Item Thirty-Three did not support  $H_{03}$ .

Item Thirty-Four

The entry-year assistance committee should work with the entry-year teacher to assist in all matters concerning classroom management and inservice training for that teacher.

Statistical Interpretation. The  $\chi^2$  obtained, 14.493, was not significant at the .05 level of probability. Therefore, the null hypothesis was accepted, and there was no significant difference among

the responses of the four groups relative to Item Thirty-Four. The responses to Item Thirty-Four supported  $H_{03}$ .

#### Item Thirty-Five

Meaningful parental input should be one criterion used by the entry-year assistance committee in evaluating the entry-year teacher's performance.

Statistical Interpretation. The  $\chi^2$  obtained, 17.447, was not significant at the .05 level of probability. Therefore, the null hypothesis was accepted, and there was no significant difference among the responses of the four groups relative to Item Thirty-Five. Even though 28.1% of the respondents were undecided, a larger percentage agreed with parental input than disagreed. The responses to Item Thirty-Five supported  $H_{03}$ .

#### Item Thirty-Six

If an entry-year teacher is recommended for another year of entry assistance after the first year, or if an entry-year teacher is recommended for noncertification at the end of the second year, then said entry-year teacher should be supplied with a list of reasons for such recommendations.

Statistical Interpretation. The  $\chi^2$  obtained, 65.742, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Thirty-Six. The data revealed that a lesser percentage of board members agreed with this item than did the other groups. The responses to Item Thirty-Six did not support  $H_{03}$ .

#### Item Thirty-Seven

In the event an entry-year teacher is required to serve an additional year in the Entry-Year Assistance Program, such

entry-year teacher should not be required to be under the supervision of the same entry-year assistance committee, or any member of the committee, that supervised the entry-year teacher during the initial year in the program.

Statistical Interpretation. The  $\chi^2$  obtained, 33.221, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Thirty-Seven. Seventy-six percent of the respondents agreed or strongly agreed with this item. Teachers felt more strongly about this point than did the other groups. The responses to Item Thirty-Seven did not support  $H_{03}$ .

#### Item Thirty-Eight

An entry-year assistance committee should recommend a staff development program for the entry-year teacher designed to strengthen the entry-year teacher's teaching skills in any area identified by the committee.

Statistical Interpretation. The  $\chi^2$  obtained, 13.463, was not significant at the .05 level of probability. Therefore, the null hypothesis was accepted, and there was no significant difference among the responses of the four groups relative to Item Thirty-Eight. The responses to Item Thirty-Eight supported  $H_{03}$ .

#### Item Thirty-Nine

All entry-level years should count toward salary and fringe benefit adjustments and tenure.

Statistical Interpretation. The  $\chi^2$  obtained, 45.557, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Thirty-Nine. School board members and school administrators did not agree with this item as much as did

the teachers and higher education instructors. The responses to Item Thirty-Nine did not support  $H_{03}$ .

#### Item Forty

Within at least ten (10) teaching days after the beginning teacher enters the classroom, a teacher consultant should be selected.

Statistical Interpretation. The  $\chi^2$  obtained, 29.796, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Forty. Fewer school board members agreed with this item than the other groups. The responses to Item Forty did not support  $H_{03}$ .

#### Item Forty-One

If possible, the teacher consultant should be from the building in which the beginning teacher is assigned.

Statistical Interpretation. The  $\chi^2$  obtained, 27.866, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Forty-One. Teachers and school administrators responded with a large percentage agreeing or strongly agreeing that the consultant should be from the building. Higher education instructors and school board members did not feel as strongly as did the teachers and administrators. The responses to Item Forty-One did not support  $H_{03}$ .

#### Item Forty-Two

The list of prospective teacher consultants should contain at least three names per entry-year teacher.

Statistical Interpretation. The  $\chi^2$  obtained, 27.495, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Forty-Two. A large number of the respondents to this item were undecided. A larger percentage of teachers agreed with this item than did the other groups. The responses to Item Forty-Two did not support  $H_{03}$ .

#### Item Forty-Three

The most important consideration in selecting a teacher consultant is finding one with expertise in the teaching field of the entry-year teacher.

Statistical Interpretation. The  $\chi^2$  obtained, 25.284, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Forty-Three. Only 59.4% of the respondents agreed or strongly agreed with this item. The data indicated that the respondents did not feel strongly about the teacher consultant having expertise in the teaching field of the entry-year teacher. The responses to Item Forty-Three did not support  $H_{03}$ .

#### Item Forty-Four

All entry-year assistance committee requests and assignments should be channeled through one central office on the college or university campus.

Statistical Interpretation. The  $\chi^2$  obtained, 60.380, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Forty-Four. The data indicated that

34.1% of the respondents to this item were undecided. Higher education instructors supported this item to a greater degree than did the other groups. The responses to Item Forty-Four did not support  $H_{03}$ .

#### Item Forty-Five

If possible, each college or university should serve on the entry-year assistance committee for their own graduates.

Statistical Interpretation. The  $\chi^2$  obtained, 39.969, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Forty-Five. The data indicated that more higher education instructors and teachers responded to the item in terms of agreement than did the school administrators or school board members. The responses to Item Forty-Five did not support  $H_{03}$ .

#### Item Forty-Six

Higher education faculty members who serve on entry-year assistance committees must have an active involvement in the institution's undergraduate or graduate teacher education program.

Statistical Interpretation. The  $\chi^2$  obtained, 42.905, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Forty-Six. A larger percentage of higher education instructors agreed or strongly agreed with the item than did the other groups. The responses to Item Forty-Six did not support  $H_{03}$ .

#### Item Forty-Seven

Higher education faculty members who serve on entry-year assistance committees must be acceptable to the local board.

Statistical Interpretation. The  $\chi^2$  obtained, 14.627, was not significant at the .05 level of probability. Therefore, the null hypothesis was accepted, and there was no significant difference among the responses of the four groups relative to Item Forty-Seven. The responses to Item Forty-Seven supported  $H_{03}$ .

#### Item Forty-Eight

Standard criteria adopted by the State Board of Education should be used by each entry-year assistance committee to evaluate an entry-year teacher for certification purposes.

Statistical Interpretation. The  $\chi^2$  obtained, 21.015, was not significant at the .05 level of probability. Therefore, the null hypothesis was accepted, and there was no significant difference among the responses of the four groups relative to Item Forty-Eight. The responses to Item Forty-Eight supported  $H_{03}$ .

#### Item Forty-Nine

The recommendation for certification or noncertification should be determined by a majority vote of the committee.

Statistical Interpretation. The  $\chi^2$  obtained, 13.097, was not significant at the .05 level of probability. Therefore, the null hypothesis was accepted, and there was no significant difference among the responses of the four groups relative to Item Forty-Nine. The responses to Item Forty-Nine supported  $H_{03}$ .

#### Item Fifty

Any person holding a valid certificate issued prior to February 1, 1982, should be exempt from curriculum examinations and entry-year assistance programs.

Statistical Interpretation. The  $\chi^2$  obtained, 38.965, was significant at the .05 level of probability. Therefore, the null hypothesis



was rejected, and there was a significant difference among the responses of the four groups relative to Item Fifty. This item refers to a portion of the "grandperson clause" in House Bill 1706. The data indicated that the school administrators and school teachers felt more strongly about the "grandperson clause" than did the higher education instructors and school board members. Of the board members responding, 29.1% felt that people holding a certificate should not be exempt from the curriculum examinations and entry-year assistance programs. The responses to Item Fifty did not support  $H_{03}$ .

#### Summary of Results for $H_{03}$

On twenty-three (23) items there was a significant difference at the .05 level of probability among the responses of the four groups.

On twelve (12) items there was no significant difference at the .05 level of probability among the responses of the four groups.

Based upon the results of the statistical analysis,  $H_{03}$  was rejected. Therefore, there was a significant difference among the frequency of responses of teachers, school administrators, school board members, and college of education personnel on the concept of entry-year assistance programs.

#### Results of Testing Hypothesis<sub>4</sub>

The proposition tested in hypothesis 4 was as follows:

$H_{04}$	There is no significant difference among the frequency of responses of teachers, school administrators, school board members and college of education personnel on the concept of teacher competency examinations in curriculum areas.
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Hypothesis Four was tested using  $\chi^2$  to determine the level of significance. The .05 level of significance was used for accepting or rejecting the null hypothesis. Data relevant to  $H_{03}$  are summarized in Table 13.

TABLE 13  
SUMMARY OF DATA FOR HYPOTHESIS FOUR

Item Number	$\chi^2$	df	Level of Significance
51	35.596	12	.0011 *
52	30.185	12	.0026 *
53	47.043	12	.0000 *
54	37.858	12	.0002 *
55	36.114	12	.0003 *
56	20.349	12	.0608
57	28.638	12	.0045 *
58	34.048	12	.0007 *
59	10.432	12	.5781
60	35.286	12	.0004 *
61	42.707	12	.0000 *
62	26.429	12	.0093 *
63	17.926	12	.1179
64	45.822	12	.0000 *
65	34.961	12	.0005 *
66	17.892	12	.1190
67	50.085	12	.0000 *
68	24.763	12	.0160 *

\* Indicates item was significant

Following is an analysis of the individual items on Part III of the opinionnaire. The data related to these items are presented in Table 13 and relate to  $H_{04}$ .

#### Item Fifty-One

Each entry-year teacher candidate should pass a curriculum examination in all credential areas in which the entry-year teacher seeks certification.

Statistical Interpretation. The  $\chi^2$  obtained, 35.596, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Fifty-One. The data indicated that school board members and higher education personnel felt more strongly about this item than did teachers and administrators. School administrators were more opposed to the testing than were the other groups. The responses to Item Fifty-One did not support  $H_{04}$ .

#### Item Fifty-Two

An annual statistical report should be prepared showing the percentage of students from each of the Oklahoma institutions of higher learning who have passed or failed the curriculum examinations.

Statistical Interpretation. The  $\chi^2$  obtained, 30.185, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Fifty-Two. School board members agreed with this item more than the other groups, and the higher education personnel were not as likely to agree with the item. The responses to Item Fifty Two did not support  $H_{04}$ .

#### Item Fifty-Three

A person should be certified only after receiving a passing grade on a curriculum examination.

Statistical Interpretation. The  $\chi^2$  obtained, 47.043, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Fifty-Three. A larger percentage of

higher education personnel and school board members agreed or strongly agreed with this item than did the teachers or administrators. The responses to Item Fifty-Three did not support  $H_{04}$ .

#### Item Fifty-Four

The curriculum examinations will ensure the academic achievement of each licensed teacher in the area in which such teacher is certified to teach.

Statistical Interpretation. The  $\chi^2$  obtained, 37.858, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Fifty-Four. A larger percentage of school board members agreed or strongly agreed with this item than did the other three groups. The responses to Item Fifty-Four did not support  $H_{04}$ .

#### Item Fifty-Five

Curriculum examinations should be developed and administered in every area of certification offered by the Board.

Statistical Interpretation. The  $\chi^2$  obtained, 36.114, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Fifty-Five. Higher education personnel and school board members felt more strongly that examinations should be developed in all areas of certification. The responses to Item Fifty-Five did not support  $H_{04}$ .

#### Item Fifty-Six

A teacher candidate should be eligible to take the curriculum examination following completion of the junior year of college or after having completed ninety (90) college credit hours.

Statistical Interpretation. The  $\chi^2$  obtained, 20.349, was not significant at the .05 level of probability. Therefore, the null hypothesis was accepted, and there was no significant difference among the responses of the four groups relative to Item Fifty-Six. The responses of the four groups indicated general agreement on this item. The responses to Item Fifty-Six supported  $H_{o4}$ .

#### Item Fifty-Seven

No teacher candidate should be eligible for licensing until having passed the curriculum examination.

Statistical Interpretation. The  $\chi^2$  obtained, 28.638, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Fifty-Seven. A larger percentage of higher education personnel and school board members agreed or strongly agreed with this item than did teachers or administrators. The responses to Item Fifty-Seven did not support  $H_{o4}$ .

#### Item Fifty-Eight

Certification should be limited to those subject areas of approval in which the licensed teacher has received a passing grade on the curriculum examination.

Statistical Interpretation. The  $\chi^2$  obtained, 34.048, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Fifty-Eight. Again, higher education personnel and school board members agreed or strongly agreed with this item more than teachers or administrators. Administrators, in terms of percentages, were the least likely to agree that certification should

be limited to areas in which a licensed teacher had passed the examination. The responses to Item Fifty-Eight did not support  $H_{04}$ .

#### Item Fifty-Nine

A teacher candidate should be able to take the curriculum examination as many times as he or she desires, subject to any limit imposed by the State Board.

Statistical Interpretation. The  $\chi^2$  obtained, 10.432, was not significant at the .05 level of probability. Therefore, the null hypothesis was accepted, and there was no significant difference among the responses of the four groups relative to Item Fifty-Nine. A majority of each group agreed or strongly agreed with this item. The responses to Item Fifty-Nine supported  $H_{04}$ .

#### Item Sixty

Committees consisting of Oklahoma educators should determine the objectives of the various curriculum examinations.

Statistical Interpretation. The  $\chi^2$  obtained, 35.286, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Sixty. A smaller percentage of school administrators agreed or strongly agreed with the item than did the other three groups. The largest percentage group agreeing was school board members. The responses to Item Sixty did not support  $H_{04}$ .

#### Item Sixty-One

The curriculum examinations should be criterion-referenced tests rather than norm-referenced tests.

Statistical Interpretation. The  $\chi^2$  obtained, 42.707, was significant at the .05 level of probability. Therefore, the null hypothesis

was rejected, and there was a significant difference among the responses of the four groups relative to Item Sixty-One. The differences in responses indicated that a larger percentage of higher education instructors agreed or strongly agreed with the item than did the other three groups. The responses to Item Sixty-One did not support  $H_{04}$ .

#### Item Sixty-Two

Content of examinations should be based upon what Oklahoma educators feel a person should know to teach a particular subject.

Statistical Interpretation. The  $\chi^2$  obtained, 26.429, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Sixty-Two. The data indicated that all four groups showed a large percentage agreeing or strongly agreeing with the item. However, school board members showed the greatest percentage of agreement. The responses to Item Sixty-Two did not support  $H_{04}$ .

#### Item Sixty-Three

It is better to develop our own tests in Oklahoma rather than to use a national standardized test.

Statistical Interpretation. The  $\chi^2$  obtained, 17.926, was not significant at the .05 level of probability. Therefore, the null hypothesis was accepted, and there was no significant difference among the responses of the four groups relative to Item Sixty-Three. The responses to Item Sixty-Three supported  $H_{04}$ .

#### Item Sixty-Four

Candidates should pay a fee to take the examination.

Statistical Interpretation. The  $\chi^2$  obtained, 45.822, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Sixty-Four. School teachers, school administrators, and school board members generally disagreed with this item, whereas the higher education instructors agreed that the candidates should pay a fee for the examination. The responses to Item Sixty-Four did not support  $H_{04}$ .

#### Item Sixty-Five

The curriculum examinations will ensure that the education of the children of Oklahoma will be provided by teachers of demonstrated ability.

Statistical Interpretation. The  $\chi^2$  obtained, 34.961, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Sixty-Five. Higher education instructors, school teachers, and school administrators generally disagreed with the item, whereas 60% of the school board members agreed or strongly agreed with the item. The responses to Item Sixty-Five did not support  $H_{04}$ .

#### Item Sixty-Six

Curriculum examinations should be viewed as increasing professional standards for educators in the state of Oklahoma.

Statistical Interpretation. The  $\chi^2$  obtained, 17.892, was not significant at the .05 level of probability. Therefore, the null hypothesis was accepted, and there was no significant difference among the responses of the four groups relative to Item Sixty-Six. A majority of



all groups responded by agreeing or strongly agreeing with the item. The responses to Item Sixty-Six supported  $H_{04}$ .

#### Item Sixty-Seven

Presently certified teachers should be required to take a curriculum examination if they seek certification in another field.

Statistical Interpretation. The  $\chi^2$  obtained, 50.085, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Sixty-Seven. Almost 75% of the higher education instructors and school board members agreed or strongly agreed with the item. A much lower percentage, below 50% in both cases, of school teachers and school administrators agreed with the item. The responses to Item Sixty-Seven did not support  $H_{04}$ .

#### Item Sixty-Eight

Curriculum examinations should measure the applicant's knowledge of specific subject matter content as defined by state and local goals, objectives, curriculum guides, and job analyses.

Statistical Interpretation. The  $\chi^2$  obtained, 24.763, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Sixty-Eight. The responses to Item Sixty-Eight did not support  $H_{04}$ .

#### Summary of Results for $H_{04}$

On fourteen (14) items there was a significant difference at the .05 level of probability among the responses of the four groups.

On four (4) items there was no significant difference at the .05 level of probability among the responses of the four groups.

Based upon the results of the statistical analysis,  $H_{04}$  was rejected. Therefore, there was a significant difference among the frequency of responses of education personnel on the concept of teacher competency examinations in curriculum areas.

#### Results of Testing Hypothesis<sub>5</sub>

The proposition tested in hypothesis 5 was as follows:

$H_{05}$             There is no significant difference among the frequency of responses of teachers, school administrators, school board members, and college of education personnel on the concept of staff development programs.

Hypothesis Five was tested using  $\chi^2$  to determine the level of significance. The .05 level of significance was used for accepting or rejecting the null hypothesis. Data relevant to  $H_{05}$  were summarized in Table 14.

TABLE 14  
SUMMARY OF DATA FOR HYPOTHESIS FIVE

Item Number	$\chi^2$	df	Level of Significance
69	21.870	12	.0390 *
70	14.847	12	.2499
71	10.130	12	.6046
72	20.550	12	.0574
73	24.127	12	.0195 *
74	24.052	12	.0200 *
75	24.033	12	.0201 *
76	47.958	12	.0000 *
77	18.000	12	.1157

TABLE 14--Continued

Item Number	$\chi^2$	df	Level of Significance
78	81.879	12	.0000 *
79	109.139	12	.0000 *
80	63.680	12	.0000 *
81	35.764	12	.0004 *
82	9.099	12	.6944
83	26.994	12	.0077 *
84	11.558	12	.4818
85	27.549	12	.0064 *
86	30.315	12	.0025 *
87	22.313	12	.0342 *
88	25.656	12	.0120 *
89	39.193	12	.0001 *
90	43.554	12	.0000 *
91	25.741	12	.0117 *
92	27.194	12	.0072 *
93	26.152	12	.0102 *
94	32.179	12	.0013 *
95	75.643	12	.0000 *
96	58.165	12	.0000 *
97	47.448	12	.0000 *
98	23.765	12	.0219 *
99	39.966	12	.0001 *
100	14.859	12	.2493
101	26.888	12	.0080 *
102	25.001	12	.0148 *

\* Indicates item was significant

Following is an analysis of the individual items on Part IV of the opinionnaire. The data related to these items are presented in Table 14 and relate to  $H_{05}$ .

#### Item Sixty-Nine

Teachers should be compensated for their participation in staff development programs.

Statistical Interpretation. The  $\chi^2$  obtained, 21.870, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses

of the four groups relative to Item Sixty-Nine. The responses indicated that all the groups generally agreed with compensating teachers for staff development participation, but fewer school board members agreed than the other three groups. The responses to Item Sixty-Nine did not support  $H_{05}$ .

#### Item Seventy

The state should provide funds to local districts for staff development programs.

Statistical Interpretation. The  $\chi^2$  obtained, 14.847, was not significant at the .05 level of probability. Therefore, the null hypothesis was accepted, and there was no significant difference among the responses of the four groups relative to Item Seventy. The data indicated that 89% of the total responses showed agreement or strong agreement that the state should provide funds to local districts for staff development programs. The responses to Item Seventy supported  $H_{05}$ .

#### Item Seventy-One

The local school district should decide how the staff development funds should be expended.

Statistical Interpretation. The  $\chi^2$  obtained, 10.130, was not significant at the .05 level of probability. Therefore, the null hypothesis was accepted, and there was no significant difference among the responses of the four groups relative to Item Seventy-One. A larger number of local school personnel agreed with this item than did the higher education people, but a large percentage of each group agreed or strongly agreed. The responses to Item Seventy-One supported  $H_{05}$ .

#### Item Seventy-Two

The State Board of Education should approve all local staff development plans.

Statistical Interpretation. The  $\chi^2$  obtained, 20.550, was not significant at the .05 level of probability. Therefore, the null hypothesis was accepted, and there was no significant difference among the responses of the four groups relative to Item Seventy-Two. More school teachers and higher education instructors agreed with State Board approval of local plans than did school administrators and school board members. The data indicated both disagreement and agreement by all groups. The responses to Item Seventy-Two supported  $H_{05}$ .

#### Item Seventy-Three

Staff development programs will provide for the continuous improvement and enrichment of the certified and licensed teachers of the state.

Statistical Interpretation. The  $\chi^2$  obtained, 24.127, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Seventy-Three. The data indicated that more higher education instructors, school teachers, and school board members than school administrators responded with agreement that staff development programs would help improve and enrich the certified personnel of the state. Only 48.6% of the school administrators agreed or strongly agreed with this item. The responses to Item Seventy-Three did not support  $H_{05}$ .

#### Item Seventy-Four

Local boards of education of this state should establish staff development programs for the certified and licensed teachers and administrators employed by said board.

Statistical Interpretation. The  $\chi^2$  obtained, 24.052, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Seventy-Four. A larger percentage of school board members and higher education instructors indicated agreement that local boards should establish staff development programs than did school teachers and school administrators. The responses to Item Seventy-Four did not support  $H_{05}$ .

#### Item Seventy-Five

Staff development programs should be adopted by the local school board upon recommendations of a local staff development committee.

Statistical Interpretation. The  $\chi^2$  obtained, 24.033, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Seventy-Five. The data indicated that the teachers agreed with the local board adopting a staff development program based upon recommendations of a local staff development committee. The other groups generally agreed with the item, but not to the extent that the teachers did. The responses to Item Seventy-Five did not support  $H_{05}$ .

#### Item Seventy-Six

The local staff development committee should be appointed by the local school board.

Statistical Interpretation. The  $\chi^2$  obtained, 47.958, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses

of the four groups relative to Item Seventy-Six. A higher percentage of school board members and school administrators agreed or strongly agreed with the item than did higher education instructors and school teachers. Yet, 33.4% of the school administrators disagreed with the appointment of the local staff development committee by the school board. The responses to Item Seventy-Six did not support  $H_{05}$ .

#### Item Seventy-Seven

A local staff development committee should include classroom teachers, administrators, and parents.

Statistical Interpretation. The  $\chi^2$  obtained, 18.000, was not significant at the .05 level of probability. Therefore, the null hypothesis was accepted, and there was no significant difference among the responses of the four groups relative to Item Seventy-Seven. The data indicated that 83.1% of all the responses agreed or strongly agreed with the statement. The responses to Item Seventy-Seven supported  $H_{05}$ .

#### Item Seventy-Eight

Local staff development committees should consult with higher education instructors.

Statistical Interpretation. The  $\chi^2$  obtained, 81.879, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected and there was a significant difference among the responses of the four groups relative to Item Seventy-Eight. The responses indicated that only higher education instructors were generally in agreement that this consultation should take place. The data indicated that 25.6% of the respondents were undecided. The responses to Item Seventy-Eight did not support  $H_{05}$ .

### Item Seventy-Nine

A majority of the members of the local staff development committee should be composed of classroom teachers.

Statistical Interpretation. The  $\chi^2$  obtained, 109.139, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Seventy-Nine. The data indicated that 94.7% of the teachers that responded agreed or strongly agreed with the item, and that over 50% of the respondents in each group agreed or strongly agreed. Yet there was a significant difference between the teachers and the other three groups. The responses to Item Seventy-Nine did not support  $H_{05}$ .

### Item Eighty

The teacher members of the local staff development committee should be selected from a list of names submitted by the bargaining agent where one exists. In the absence of a bargaining agent, the teachers should elect a list of names to be submitted to the local board of education.

Statistical Interpretation. The  $\chi^2$  obtained, 63.680, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Eighty. Over 80% of the teachers agreed or strongly agreed with the item. Only 4.2% of the school administrators and 5.5% of the school board members strongly agreed with the item. The responses to Item Eighty did not support  $H_{05}$ .

### Item Eighty-One

Staff development programs should include, but not be limited to, inservice training programs and higher education courses.



Statistical Interpretation. The  $\chi^2$  obtained, 35.764, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Eighty-One. The data indicated that over 90% of the respondents in all of the groups but school administrators agreed or strongly agreed with the item. The responses to Item Eighty-One did not support  $H_{05}$ .

#### Item Eighty-Two

Any licensed and certified teacher should be required by the local school board to meet the staff development requirements established by said local school board.

Statistical Interpretation. The  $\chi^2$  obtained, 9.099, was not significant at the .05 level of probability. Therefore, the null hypothesis was accepted, and there was no significant difference among the responses of the four groups relative to Item Eighty-Two. The data indicated that 83.1% of the total responses were in agreement or strong agreement. The responses to Item Eighty-Two supported  $H_{05}$ .

#### Item Eighty-Three

Failure of any teacher to meet local school board staff development requirements should be grounds for nonrenewal of such teacher's contract by the local school board.

Statistical Interpretation. The  $\chi^2$  obtained, 26.994, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Eighty-Three. The responses indicated that a higher percentage of school administrators and school board members agreed or strongly agreed with the item than teachers and higher education personnel. The responses to Item Eighty-Three did not support  $H_{05}$ .

Item Eighty-Four

Failure of any teacher to meet local school board staff development requirements should be grounds for nonconsideration of salary increments affecting said teacher.

Statistical Interpretation. The  $\chi^2$  obtained, 11.558, was not significant at the .05 level of probability. Therefore, the null hypothesis was accepted, and there was no significant difference among the responses of the four groups relative to Item Eighty-Four. A majority of all groups agreed with this item. The responses to Item Eighty-Four supported  $H_{05}$ .

Item Eighty-Five

Teachers should continue their efforts to develop professionally during their career.

Statistical Interpretation. The  $\chi^2$  obtained, 27.549, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Eighty-Five. Even though there was a statistical difference in the responses of the four groups, 96.5% of the respondents agreed or strongly agreed with the item. The responses to Item Eighty-Five did not support  $H_{05}$ .

Item Eighty-Six

A local staff development plan should be based on the needs of the certified personnel of the district.

Statistical Interpretation. The  $\chi^2$  obtained, 30.315, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Eighty-Six. The data indicated that over 93% of the respondents agreed or strongly agreed with the item, but

there was some differences in the percentages between school teachers and administrators as opposed to higher education personnel and school board members. The responses to Item Eighty-Six did not support  $H_{05}$ .

#### Item Eighty-Seven

A needs assessment should be conducted by the local school district.

Statistical Interpretation. The  $\chi^2$  obtained, 22.313, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Eighty-Seven. Although this item was rejected, 87.1% of the respondents agreed with the item. The responses to Item Eighty-Seven did not support  $H_{05}$ .

#### Item Eighty-Eight

The local staff development plan and activities should be designed to achieve stated objectives.

Statistical Interpretation. The  $\chi^2$  obtained, 25.656, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Eighty-Eight. The difference on this item probably can be accounted for by the undecided responses of school board members. The responses to Item Eighty-Eight did not support  $H_{05}$ .

#### Item Eighty-Nine

Objectives of the local plan should be based on the needs assessment data.

Statistical Interpretation. The  $\chi^2$  obtained, 39.193, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Eighty-Nine. A greater percentage of the school teachers agreed with the item than did the other three groups. The responses to Item Eighty-Nine did not support  $H_{05}$ .

#### Item Ninety

A local staff development plan should provide for alternative activities and delivery systems which meet identified needs.

Statistical Interpretation. The  $\chi^2$  obtained, 43.554, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Ninety. Twenty percent of the school board members who responded indicated they were undecided. The responses to Item Ninety did not support  $H_{05}$ .

#### Item Ninety-One

The local school district should keep records of locally or cooperatively sponsored staff development activities.

Statistical Interpretation. The  $\chi^2$  obtained, 25.741, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Ninety-One. The differences primarily existed in the percentages of the groups that disagreed or strongly disagreed with the item. The responses to Item Ninety-One did not support  $H_{05}$ .

### Item Ninety-Two

A minimum of fifteen (15) staff development points should be earned by an individual per year. (One point is equivalent to one clock hour.)

Statistical Interpretation. The  $\chi^2$  obtained, 27.194, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Ninety-Two. The data indicated 28.6% of the respondents were undecided on this item; however, 61.2% of the respondents agreed or strongly agreed with the item. A larger percentage of teachers agreed with this item than did the other three groups. The responses to Item Ninety-Two did not support  $H_{05}$ .

### Item Ninety-Three

Each local district should establish a process for evaluation of the staff development program.

Statistical Interpretation. The  $\chi^2$  obtained, 26.152, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Ninety-Three. Again, the difference probably resulted from differences in the percentages of the groups that were undecided, disagreed, or strongly disagreed with the item. The responses to Item Ninety-Three did not support  $H_{05}$ .

### Item Ninety-Four

Support personnel should be considered in a local staff development program.

Statistical Interpretation. The  $\chi^2$  obtained, 32.179, was significant at the .05 level of probability. Therefore, the null hypothesis

was rejected, and there was a significant difference among the responses of the four groups relative to Item Ninety-Four. The data indicated that higher education personnel agreed more with this item than did the other three groups. Still, 61.5% of the respondents agreed or strongly agreed that support personnel should be considered in a local staff development program. The responses to Item Ninety-Four did not support  $H_{05}$ .

#### Item Ninety-Five

School districts should provide released time and compensation for staff development committee members.

Statistical Interpretation. The  $\chi^2$  obtained, 75.643, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Ninety-Five. Although the percentage of school teachers that agreed or strongly agreed with the item was much higher than the other three groups, 79.1% of all respondents felt that released time should be provided. The responses to Item Ninety-Five did not support  $H_{05}$ .

#### Item Ninety-Six

Local negotiation of the membership of the staff development committee should be permissible.

Statistical Interpretation. The  $\chi^2$  obtained, 58.165, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Ninety-Six. Higher education instructors generally agreed with the item, whereas school administrators and school board members disagreed with the item. The responses to Item Ninety-Six did not support  $H_{05}$ .

Item Ninety-Seven

Teacher involvement in the planning and evaluation of staff development programs is an important feature of this program.

Statistical Interpretation. The  $\chi^2$  obtained, 47.448, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Ninety-Seven. A larger percentage of school administrators disagreed with this item than did the other three groups, but 93.6% of the respondents agreed or strongly agreed that teacher involvement was an important part of the program. The responses to Item Ninety-Seven did not support  $H_{05}$ .

Item Ninety-Eight

Teacher morale and commitment are improved because teachers participate in the development and evaluation of staff development programs.

Statistical Interpretation. The  $\chi^2$  obtained, 23.765, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item Ninety-Eight. The data indicated a discrepancy in the percentages of each group that was undecided or disagreed with the item. Of total respondents, 69.4% agreed or strongly agreed with the item. The responses to Item Ninety-Eight did not support  $H_{05}$ .

Item Ninety-Nine

Staff development is a positive way to improve teacher competency.

Statistical Interpretation. The  $\chi^2$  obtained, 39.966, was significant at the .05 level of probability. Therefore, the null hypothesis

was rejected, and there was a significant difference among the responses of the four groups relative to Item Ninety-Nine. Higher education instructors and school board members felt more strongly about this item than did school teachers or school administrators. The data indicated that 70.1% of all respondents felt that staff development was a positive way to improve teacher competency. The responses to Item Ninety-Nine did not support  $H_{05}$ .

#### Item One Hundred

Inservice education enables more teachers to obtain additional training than would otherwise be possible.

Statistical Interpretation. The  $\chi^2$  obtained, 14.859, was not significant at the .05 level of probability. Therefore, the null hypothesis was accepted, and there was no significant difference among the responses of the four groups relative to Item One Hundred. The responses to Item One Hundred supported  $H_{05}$ .

#### Item One Hundred One

School districts have an obligation to support staff development activities which will maintain or increase the professional competence of their teachers.

Statistical Interpretation. The  $\chi^2$  obtained, 26.888, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item One Hundred One. Although 92.3% of all respondents agreed or strongly agreed with the item, there was some difference among the groups in terms of being undecided or disagreeing with the item. The responses to Item One Hundred One did not support  $H_{05}$ .



Item One Hundred Two

There should be uniform state requirements for participation in staff development.

Statistical Interpretation. The  $\chi^2$  obtained, 25.001, was significant at the .05 level of probability. Therefore, the null hypothesis was rejected, and there was a significant difference among the responses of the four groups relative to Item One Hundred Two. The data indicated that a larger percentage of school teachers agreed or strongly agreed with this item than did the other three groups. The responses to Item One Hundred Two did not support  $H_{05}$ .

Summary of Results for  $H_{05}$ 

On twenty-seven (27) items there was a significant difference at the .05 level of probability among the responses of the four groups.

On seven (7) items there was no significant difference at the .05 level of probability among the responses of the four groups.

Based upon the results of the statistical analysis,  $H_{05}$  of this study was rejected. Therefore, there was a significant difference among the frequency of responses of teachers, school administrators, school board members, and college of education personnel on the concept of staff development programs.

CHAPTER V  
SUMMARY, FINDINGS, CONCLUSIONS,  
IMPLICATIONS AND RECOMMENDATIONS

Summary

This study was designed to determine whether or not there was a difference of opinion among public school teachers, public school administrators, members of local boards of education, and college personnel concerning the four major concepts set forth in House Bill 1706. More specifically, the purpose of this study was to compare the frequency of responses of teachers, school administrators, school board members, and college of education personnel concerning the areas of House Bill 1706 represented on the data-collection instrument as shown in Appendix D.

The instrument utilized in this research contained four areas which represent the major concepts of House Bill 1706. These four concepts were as follows:

1. Strengthening programs in colleges of education
2. Entry-year assistance programs
3. Teacher certification testing
4. Staff development.

The instrument consisted of one hundred two (102) items designed to determine the respondents' perceptions relating to the four concepts.

The population was comprised of four groups: (1) classroom teachers, (2) public school administrators, (3) local school board members, and (4) college of education personnel. Because of the large population of these groups, a stratified random sample was drawn from each group.

The opinionnaires were mailed to a total of 550 subjects. One hundred instruments were mailed to school board members with a 55 percent return; 100 were mailed to school administrators with a 72 percent return; 250 were mailed to classroom teachers with a 76 percent return; and 100 were mailed to college of education instructors with an 86 percent return.

### Findings

Hypothesis 1 was tested by utilizing the analysis of variance technique to determine the significance of difference. Fisher's F-test was used to test the null hypothesis. Hypotheses 2, 3, 4 and 5 were tested by utilizing the nonparametric statistic chi-square. Significance for either accepting or rejecting each hypothesis was set at the .05 level.

The null hypotheses that were tested to yield statistical results from the study were as follows:

- |                 |  |
|-----------------|--|
| Ho <sub>1</sub> | There is no significant difference among the frequency of responses of teachers, school administrators, school board members, and college of education personnel that the program emphasized in House Bill 1706 is necessary to improve the quality of teaching in the state of Oklahoma. The hypothesis was rejected. |
| Ho <sub>2</sub> | There is no significant difference among the frequency of responses of teachers, school administrators, school board members, and college of education personnel on the concept of strengthening the undergraduate programs in the colleges of education in Oklahoma. The hypothesis was rejected.                     |

- Ho<sub>3</sub>      There is no significant difference among the frequency of responses of teachers, school administrators, school board members, and college of education personnel on the concept of entry-year assistance programs. The hypothesis was rejected.
- Ho<sub>4</sub>      There is no significant difference among the frequency of responses of teachers, school administrators, school board members, and college of education personnel on the concept of teacher competency examinations in curriculum areas. The hypothesis was rejected.
- Ho<sub>5</sub>      There is no significant difference among the frequency of responses of teachers, school administrators, school board members, and college of education personnel on the concept of staff development programs. The hypothesis was rejected.

### Analysis of Findings

This study proposed to answer five questions relative to House Bill 1706. The questions proposed to investigate if there was a difference in the way that teachers, school administrators, school board members, and college of education personnel perceive the basic concepts as outlined in House Bill 1706.

The basic findings of the study showed that there were differences among the four groups in terms of their perceptions relative to House Bill 1706. In addition to the basic findings relative to the hypotheses statements, there were ancillary findings related to the proposed questions of the study. They were as follows relative to the category listed.

### Program Emphasis of House Bill 1706

1. There was a significant difference among the responses of administrators and teachers and the responses of administrators and college of education instructors concerning whether the program emphasized in House Bill 1706 was necessary to improve the quality of teaching in the state of Oklahoma.

### Strengthening Programs

1. College of education instructors responded that it was more important to strengthen screening requirements for entrance into teacher education than did teachers, administrators and school board members.
2. Teachers, administrators, and school board members responded that it was more important for the State Board of Education to establish entrance requirements than did the college of education instructors.
3. All groups indicated that people who enter teacher education programs should demonstrate competency in the oral and written use of the English language and meet a certain minimum grade point average.
4. School board members did not give as much support to necessity of field experiences as did the other three groups.
5. There was general agreement among the four groups that college of education instructors should continue their education during their tenure at a university.
6. Teachers, administrators, and school board members responded that it was more important for college of education instructors to be required to serve in a public school according to the requirements in House Bill 1706 than did the college of education instructors.
7. All groups responded that the State Legislature must give major consideration to increasing substantially the salaries of teachers.

### Entry-Year Assistance Programs

1. Teachers, school board members, and college of education instructors responded with greater support than school administrators that the entry-year assistance committee should make recommendations to the State Board regarding certification.
2. A higher percentage of school administrators disagreed with the membership of the entry-year assistance committee than the other groups.

3. All groups responded that the teacher consultant should have expertise in the teaching field of the entry-year teacher.
4. Teachers and school board members gave more support to the concept that the higher education person should have expertise in the teaching field of the entry-year teacher than did the college of education instructors and school administrators.
5. Teachers responded that it was more important for the teacher consultant to be a classroom teacher than did the other groups.
6. All groups responded the teacher consultant should be able to serve more than two consecutive years.
7. All groups generally agreed with the selection process for the teacher consultant.
8. Teachers responded with greater support that the bargaining unit should be involved in the selection process of the teacher consultant than did the other groups.
9. All groups responded that a person should be allowed to serve a second year of entry-year assistance if not recommended for certification after the first year.
10. All groups generally agreed that if a person is unsuccessful after two years of entry-year assistance, then the person should not be allowed to teach in the accredited schools of Oklahoma.
11. All groups generally agreed that meaningful parental input should be one criterion used by the committee in evaluating the entry-year teacher.
12. All groups generally agreed that an entry-year assistance committee should recommend a staff development program for the entry-year teacher.
13. Higher percentages of teachers and school administrators than the other groups indicated that the teacher consultant should be from the building in which the beginning teacher is assigned.
14. More teachers than administrators, school board members, and college of education instructors agreed that the list of prospective teacher consultants should contain at least three names per entry-year teacher more than did the other three groups.

15. Larger numbers of higher education instructors and teachers than the other groups agreed that each university or college should serve on the entry-year assistance committee for their own graduates.
16. All groups responded that higher education faculty who serve on entry-year assistance committees must be acceptable to the local board of education.
17. All groups responded that standard criteria adopted by the State Board of Education should be used in evaluating the entry-year teacher for certification purposes.
18. All groups responded that the recommendation for certification should be determined by a majority vote of the committee.
19. More school administrators and teachers responded in support of the "grandperson clause" than did the other two groups.

#### Teacher Competency Examinations

1. More school board members and college of education instructors agreed than the other two groups that an entry-year teacher candidate should pass a curriculum examination in the credential areas in which the entry-year teacher seeks certification.
2. A majority of the respondents agreed that the results of the examination should be prepared showing the percentage of students from each institution who passed or failed the exams. School board members agreed, whereas higher education instructors were less likely to agree.
3. School board members and college of education instructors were generally more in agreement with the use of competency examinations than were the other groups.
4. All groups generally agreed that a candidate should be eligible to take the exams upon the completion of ninety (90) college credit hours.
5. A larger percentage of college of education instructors and school board members agreed that no teacher candidate should be licensed until having passed the exams than did the other two groups.
6. All groups responded that a teacher candidate should be allowed to take the examinations as many times as he or she desires.

7. College of education instructors generally agreed that the curriculum examinations should be criterion-referenced rather than norm-referenced.
8. All groups responded it was better to develop the tests in Oklahoma rather than use a nationally standardized test.
9. School teachers, school administrators, and school board members generally disagreed that candidates should pay a fee to take the examinations. College of education instructors supported the charging of an examination fee.
10. All groups generally agreed that the curriculum examinations should be viewed as increasing professional standards for educators in Oklahoma.
11. College of education instructors and school board members responded that teachers presently certified should be required to take an exam if they seek certification in another field.

#### Staff Development

1. All groups generally agreed with compensating teachers for their participation in staff development, but fewer school board members than the other groups supported the concept.
2. All groups responded that the State should provide funds to local districts for staff development.
3. All groups responded that the local district should decide how the staff development funds should be expended.
4. All groups responded that the State Board of Education should approve all local staff development plans.
5. More college of education instructors, school teachers, and school board members than school administrators indicated that staff development programs would help improve and enrich the certified personnel of the state.
6. More teachers and college of education instructors than school administrators and board members favored the use of local staff development committee.



7. All groups responded that the local staff development committee should include classroom teachers, administrators, and parents.
8. A majority of the respondents in each group responded that the local staff development committee should consist of a majority of classroom teachers.
9. Over 60% of the respondents in each group agreed with the selection process of teachers on the local staff development committee. The largest percentage of agreement was among the teachers.
10. All groups generally agreed that all certified people should be required to meet the staff development requirements established by the local board of education.
11. All groups generally agreed that failure to meet local staff development requirements should be grounds for nonrenewal of contract or nonconsideration of salary increments.
12. Of the total respondents, 96.5% agreed that teachers should continue their efforts to develop professionally during their career.
13. All groups generally agreed that staff development should be needs-based. However, there was a difference between the responses of administrators and teachers as opposed to college of education instructors and school board members.
14. More teachers responded in favor of released-time for staff development than did the other groups.
15. College of education instructors and school board members agreed more than the other two groups that staff development is a positive way to improve teacher competence.
16. A larger percentage of teachers agreed that there should be uniform state requirements for participation in staff development than did the other groups.

### Conclusions

The findings of this study resulted in the following conclusions:

1. Teachers, school administrators, school board members, and college of education instructors support the concepts of House Bill 1706.

2. Teachers, school administrators, school board members, and college of education instructors view differently certain components of the four concepts represented in House Bill 1706.
3. The undergraduate programs in teacher education need to be strengthened in regard to admission standards, field experiences, and college instructor involvement at the public school level.
4. Teachers, college of education instructors, and school board members support the entry-year assistance program more than school administrators.
5. The primary purpose of the entry-year assistance program is to provide support to entry-year teachers rather than evaluate for certification purposes.
6. Expertise in the teaching field of the entry-year teacher is an important requirement of membership on the entry-year assistance committee.
7. Teachers, school administrators, school board members, and college of education instructors see teacher competency testing as important to the licensing process in Oklahoma and as a way of increasing standards for educators in Oklahoma.
8. Staff development is a means of continuing educators' efforts to develop professionally during their careers.
9. The most controversial concepts of House Bill 1706 are entry-year assistance and teacher competency testing.
10. The least controversial concepts of House Bill 1706 are strengthening of undergraduate programs and staff development.
11. The literature supports the design of the programs in House Bill 1706.

#### Implications

This research project examined whether or not there was a difference in the way that teachers, administrators, school board members, and college of education personnel perceive House Bill 1706. The findings and conclusions lead to some possible implications for further research.

Implications for further research can be basically grouped into three areas: (1) comparable research with different samples of subjects, (2) different instruments, (3) longitudinal studies. This study was conducted at the basic inception and implementation of House Bill 1706. A similar study should be conducted after a period of time to determine if the perceptions of the four groups have changed since they have now been involved with actual implementation of the concepts.

It should be noted that this study involved the entire scope of House Bill 1706. Studies should be conducted which focus on each individual concept to provide more in-depth data relative to each concept. In addition, first-year teachers involved in the program should be surveyed for their perceptions and comparisons made with the perceptions of the four populations involved in this study.

In order to make specific recommendations for the improvement of the program in House Bill 1706, it would be advisable to study different subject areas of teaching to determine the effect. To be more specific, a study could be conducted by specific academic areas--for example, elementary education, math, science, social studies.

#### Recommendations<sup>1</sup>

1. The Legislature should continue to support the program outlined in House Bill 1706 and make few changes until further research has been conducted.
2. Since all groups participating in this study supported House Bill 1706, the Legislature should appoint a task force composed of members from each of the four groups to resolve the issues about which there was disagreement.
3. The Legislature should change the law to allow a teacher consultant to serve more than two consecutive years.

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<sup>1</sup>These recommendations are based on the opinions of the groups surveyed in this study.

4. The Professional Standards Board and State Board of Education should strengthen admission standards for teacher education programs.
5. Field experiences should become an integral part of teacher education programs.
6. The Legislature must give major consideration to increasing the salaries of teachers.
7. The selection process for a teacher consultant and the staff development committee should be maintained.
8. Staff development should be an integral part of the entry-year assistance process.
9. The teacher competency examinations should remain a part of the certification process, but the fee for the examination should be eliminated.
10. The State should fund staff development both in terms of teacher compensation and programs.
11. Local autonomy of staff development programs should be maintained.

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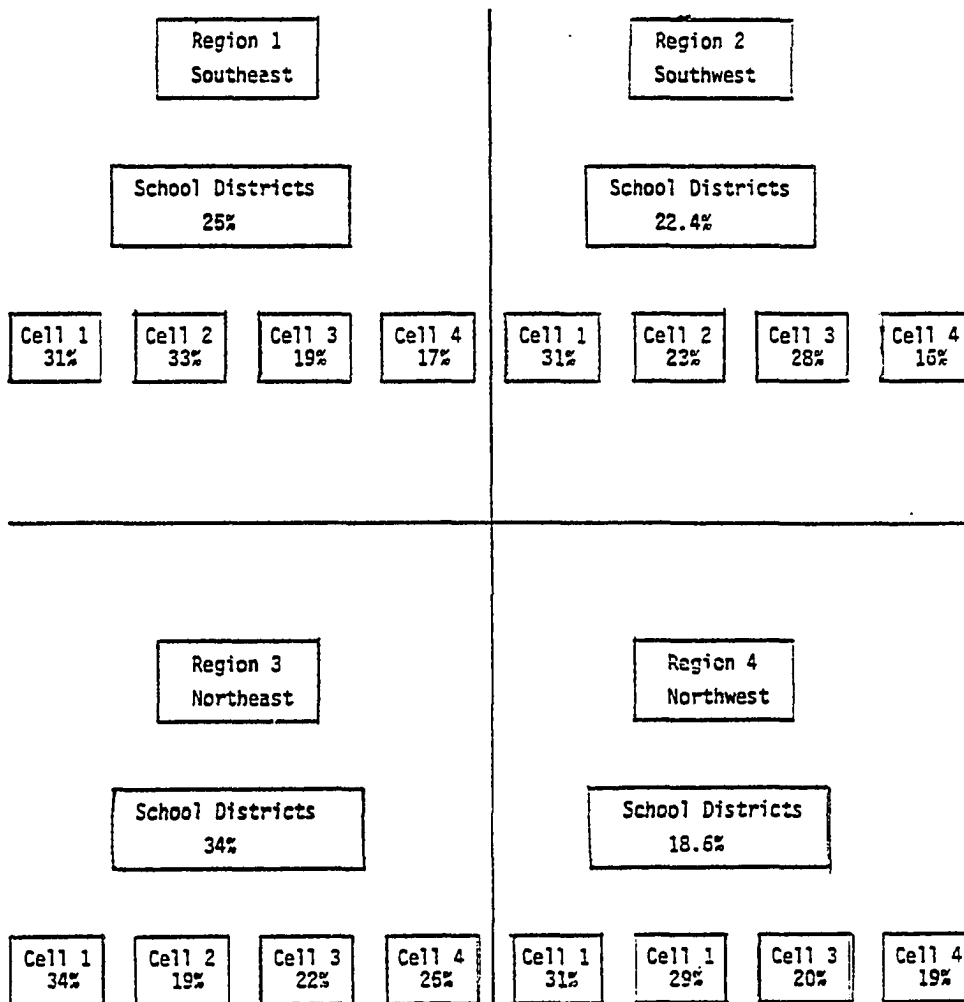
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## APPENDICES

## APPENDIX A

## Regional Stratification by Percentage



## APPENDIX B

### Number in Sample by Region

Region	Board Members	Teachers	Superintendents	Elementary Principals	Jr. High Principals	High School Principals
1	25	63	5	11	3	6
2	22	55	5	10	2	5
3	34	85	7	15	4	8
4	19	47	4	8	3	4

## APPENDIX C

## Number in Cell by Region

Region 1 (SE)				Region 2 (SW)			
Cell 1		Cell 2		Cell 1		Cell 2	
Bd. Mbrs.	8	Bd. Mbrs.	8	Bd. Mbrs.	7	Bd. Mbrs.	5
Teachers	10	Teachers	21	Teachers	17	Teachers	13
Supt.	1	Supt.	2	Supt.	2	Supt.	1
E. Princ.	3	E. Princ.	4	E. Princ.	3	E. Princ.	2
J. Princ.	1	J. Princ.	1	J. Princ.	1	J. Princ.	0
HS Princ.	2	HS Princ.	2	HS Princ.	2	HS Princ.	1
Cell 3		Cell 4		Cell 3		Cell 4	
Bd. Mbrs.	5	Bd. Mbrs.	4	Bd. Mbrs.	6	Bd. Mbrs.	4
Teachers	12	Teachers	10	Teachers	15	Teachers	10
Supt.	1	Supt.	1	Supt.	1	Supt.	1
E. Princ.	2	E. Princ.	2	E. Princ.	3	E. Princ.	2
J. Princ.	1	J. Princ.	0	J. Princ.	1	J. Princ.	0
HS Princ.	1	HS Princ.	1	HS Princ.	1	HS Princ.	1
Region 3 (NE)				Region 4 (NW)			
Cell 1		Cell 2		Cell 1		Cell 2	
Bd. Mbrs.	11	Bd. Mbrs.	7	Bd. Mbrs.	6	Bd. Mbrs.	5
Teachers	29	Teachers	16	Teachers	14	Teachers	13
Supt.	2	Supt.	1	Supt.	1	Supt.	1
E. Princ.	5	E. Princ.	3	E. Princ.	2	E. Princ.	2
J. Princ.	1	J. Princ.	1	J. Princ.	1	J. Princ.	1
HS Princ.	3	HS Princ.	1	HS Princ.	1	HS Princ.	1
Cell 3		Cell 4		Cell 3		Cell 4	
Bd. Mbrs.	7	Bd. Mbrs.	9	Bd. Mbrs.	4	Bd. Mbrs.	4
Teachers	19	Teachers	21	Teachers	10	Teachers	10
Supt.	2	Supt.	2	Supt.	1	Supt.	1
E. Princ.	3	E. Princ.	4	E. Princ.	2	E. Princ.	2
J. Princ.	1	J. Princ.	1	J. Princ.	1	J. Princ.	1
HS Princ.	2	HS Princ.	2	HS Princ.	1	HS Princ.	1

## APPENDIX D

## Opinionnaire

In the State of Oklahoma, clarification of several issues concerning House Bill 1706 is of prime importance to legislators, state department officials, teachers, college personnel, administrators and school board members. This opinionnaire is designed to help identify certain perceptions of House Bill 1706 in the areas of testing, entry-year assistance, staff development, and the strengthening of undergraduate teacher-education programs. You don't need to be familiar with House Bill 1706 in order to express your opinion concerning the following statements.

Please do not sign your name to this questionnaire. Just check the appropriate square.

☐ School Board Member    ☐ School Administrator    ☐ School Teacher  
☐ Higher Education Instructor

After completing the questionnaire, please return it to me in the self-addressed, stamped envelope that is enclosed.

John M. Folks  
 504 Garland  
 Moore, OK 73160

Directions

After each of the following statements, circle the number that most correctly reflects your opinion of this particular aspect of House Bill 1706. The scale is coded as follows: Strongly Agrees -- 5; Agree -- 4; Undecided -- 3; Disagree -- 2; Strongly Disagrees -- 1.

## PART I. STRENGTHENING PROGRAMS IN COLLEGES OF EDUCATION

		<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
1.	The screening requirements of college student applicants for admission into a college of education should be strengthened.	5	4	3	2	1
2.	The State Board of Education should establish entrance requirements to be used by all colleges of education.	5	4	3	2	1
3.	Persons who enter teacher education programs should demonstrate competency in the oral and written use of the English language and a minimum grade point average as set by the Professional Standards Board.	5	4	3	2	1
4.	Teacher candidates should provide evidence of having worked with children or youth in a variety of situations.	5	4	3	2	1



		SA	A	U	D	SD
5.	There should be a greater emphasis upon field work by prospective teachers in the teacher education programs.	5	4	3	2	1
6.	All college of education instructors should continue their education during their tenure at a university.	5	4	3	2	1
7.	Each teacher education program should have a teacher education faculty development committee.	5	4	3	2	1
8.	The teacher education faculty development committee should include at least one public school classroom teacher as a member.	5	4	3	2	1
9.	Each faculty member directly involved in the teacher education process should have an individual development plan.	5	4	3	2	1
10.	Review of individual faculty development plans by the Professional Standards Board should be a part of the five-year process of teacher education program review.	5	4	3	2	1
11.	All full-time college of education faculty members should be required once every five years to serve in a public school the equivalent of at least one-half day per week for one semester.	5	4	3	2	1
12.	In increasing entrance requirements and strengthening undergraduate programs, the Legislature must give major consideration to increasing the salaries of teachers substantially.	5	4	3	2	1
13.	House Bill 1706 makes possible a closer network of cooperation among classroom teachers, administrators and college instructors.	5	4	3	2	1
14.	The licensing and certification requirements set forth in House Bill 1706 will ensure that the children of Oklahoma will be provided with teachers of demonstrated ability.	5	4	3	2	1
15.	All students graduating from an accredited college of education prior to February 1,	5	4	3	2	1

SA    A    U    D    SD

1982, should be subject to the certification requirements in effect before the effective date of this act.

## PART II. ENTRY-YEAR ASSISTANCE

- |     |  |   |   |   |   |   |
|-----|--|---|---|---|---|---|
| 16. | A local committee (entry-year assistance committee) should review the teaching performance of a beginning teacher and make recommendations to the State Board regarding certification.                                       | 5 | 4 | 3 | 2 | 1 |
| 17. | The entry-year assistance committee should consist of the following persons: teacher consultant, principal or assistant principal or a designated administrator, and teacher educator of an institution of higher education. | 5 | 4 | 3 | 2 | 1 |
| 18. | Teacher consultants should have expertise in the teaching field of the entry-year teacher.   | 5 | 4 | 3 | 2 | 1 |
| 19. | Higher education members of the entry-year assistance committee should have expertise and experience in the teaching field of the entry-year teacher.  | 5 | 4 | 3 | 2 | 1 |
| 20. | In all cases, at least one member of the entry-year assistance committee should have expertise and experience in the teaching field of the entry-year teacher.   | 5 | 4 | 3 | 2 | 1 |
| 21. | The primary function of the teacher consultant should be to provide guidance and assistance to an entry-year teacher.  | 5 | 4 | 3 | 2 | 1 |
| 22. | A teacher consultant should be classroom teacher.  | 5 | 4 | 3 | 2 | 1 |
| 23. | A teacher consultant should hold a standard certificate and have at least two years of classroom teaching experience as a certified teacher.   | 5 | 4 | 3 | 2 | 1 |
| 24. | A teacher consultant should be able to serve more than two consecutive years.  | 5 | 4 | 3 | 2 | 1 |
| 25. | A teacher consultant should be selected by the principal from a list submitted by the bargaining unit where one exists.  | 5 | 4 | 3 | 2 | 1 |

		SA	A	U	D	SD
26.	In the absence of a bargaining unit, the principal should select the teacher consultant from a list submitted by the teachers.	5	4	3	2	1
27.	The bargaining unit should be involved in the selection process of the teacher consultant.	5	4	3	2	1
28.	A teacher should serve as a teacher consultant for one entry-year teacher at a time.	5	4	3	2	1
29.	Each entry-year teacher should have an appropriate inservice program.	5	4	3	2	1
30.	To be certified, a person should have completed at least one year of entry-year assistance.	5	4	3	2	1
31.	A person should be able to serve a second year of entry-year assistance if not recommended for certification after the first year of entry-year assistance.	5	4	3	2	1
32.	If a person is unsuccessful after two years of entry-year assistance, this person should not be allowed to teach in the accredited schools of Oklahoma.	5	4	3	2	1
33.	The local board should appoint the entry-year assistance committee members.	5	4	3	2	1
34.	The entry-year assistance committee should work with the entry-year teacher to assist in all matters concerning classroom management and inservice training for that teacher.	5	4	3	2	1
35.	Meaningful parental input should be one criterion used by the entry-year assistance committee in evaluating the entry-year teacher's performance.	5	4	3	2	1
36.	If an entry-year teacher is recommended for another year of entry assistance after the first year, or if an entry-year teacher is recommended for noncertification at the end of the second year, then said entry-year teacher should be supplied with a list of reasons for such recommendation.	5	4	3	2	1

		SA	A	U	D	SD
37.	In the event an entry-year teacher is required to serve an additional year in the Entry-Year Assistance Program, such entry-year teacher should not be required to be under the supervision of the same entry-year assistance committee, or any member of the committee, that supervised the entry-year teacher during the initial year in the program.	5	4	3	2	1
38.	An entry-year assistance committee should recommend a staff development program for the entry-year teacher designed to strengthen the entry-year teacher's teaching skills in any area identified by the committee.	5	4	3	2	1
39.	All entry-level years should count toward salary and fringe benefit adjustments and tenure.	5	4	3	2	1
40.	Within at least ten (10) teaching days after the beginning teacher enters the classroom, a teacher consultant should be selected.	5	4	3	2	1
41.	If possible, the teacher consultant should be from the building in which the beginning teacher is assigned.	5	4	3	2	1
42.	The list of prospective teacher consultants should contain at least three names per entry-year teacher.	5	4	3	2	1
43.	The most important consideration in selecting a teacher consultant is finding one with expertise in the teaching field of the entry-year teacher.	5	4	3	2	1
44.	All entry-year assistance committee requests and assignments should be channeled through one central office on the college or university campus.	5	4	3	2	1
45.	If possible, each college or university should serve on the entry-year assistance committee for their own graduates.	5	4	3	2	1
46.	Higher education faculty members who serve on entry-year assistance committees must have an active involvement in the institution's undergraduate or graduate teacher education program.	5	4	3	2	1

		SA	A	U	D	SD
47.	Higher education faculty members who serve on entry-year assistance committees must be acceptable to the local board.	5	4	3	2	1
48.	Standard criteria adopted by the State Board of Education should be used by each entry-year assistance committee to evaluate an entry-year teacher for certification purposes.	5	4	3	2	1
49.	The recommendation for certification or noncertification should be determined by a majority vote of the committee.	5	4	3	2	1
50.	Any person holding a valid certificate issued prior to February 1, 1982, should be exempt from curriculum examinations and entry-year assistance programs.	5	4	3	2	1

### PART III. TESTING

51.	Each entry-year teacher candidate should pass a curriculum examination in all credential areas in which the entry-year teacher seeks certification.	5	4	3	2	1
52.	An annual statistical report should be prepared showing the percentage of students from each of the Oklahoma institutions of higher learning who have passed or failed the curriculum examinations.	5	4	3	2	1
53.	A person should be certified only after receiving a passing grade on a curriculum examination.	5	4	3	2	1
54.	The curriculum examinations will ensure the academic achievement of each licensed teacher in the area in which such teacher is certified to each.	5	4	3	2	1
55.	Curriculum examinations should be developed and administered in every area of certification offered by the Board.	5	4	3	2	1
56.	A teacher candidate should be eligible to take the curriculum examination following completion of the junior year of college or after having completed ninety (90) college credit hours.	5	4	3	2	1

		SA	A	U	D	SD
57.	No teacher candidate should be eligible for licensing until having passed the curriculum examination.	5	4	3	2	1
58.	Certification should be limited to those subject areas of approval in which the licensed teacher has received a passing grade on the curriculum examination.	5	4	3	2	1
59.	A teacher candidate should be able to take the curriculum examination as many times as he or she desires, subject to any limit imposed by the State Board.	5	4	3	2	1
60.	Committees consisting of Oklahoma educators should determine the objectives of the various curriculum examinations.	5	4	3	2	1
61.	The curriculum examinations should be criterion-referenced tests rather than norm-referenced tests.	5	4	3	2	1
62.	Content of examinations should be based upon what Oklahoma educators feel a person should know to teach a particular subject.	5	4	3	2	1
63.	It is better to develop our own tests in Oklahoma rather than to use a national standardized test.	5	4	3	2	1
64.	Candidates should pay a fee to take the examination.	5	4	3	2	1
65.	The curriculum examinations will ensure that the education of the children of Oklahoma will be provided by teachers of demonstrated ability.	5	4	3	2	1
66.	Curriculum examinations should be viewed as increasing professional standards for educators in the State of Oklahoma.	5	4	3	2	1
67.	Presently certified teachers should be required to take a curriculum examination if they seek certification in another field.	5	4	3	2	1
68.	Curriculum examinations should measure the applicant's knowledge of specific subject matter content as defined by state and local goals, objectives, curriculum guides and job analyses.	5	4	3	2	1

		<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
PART IV. STAFF DEVELOPMENT						
69.	Teachers should be compensated for their participation in staff development programs.	5	4	3	2	1
70.	The state should provide funds to local districts for staff development programs.	5	4	3	2	1
71.	The local school district should decide how the staff development funds should be expended.	5	4	3	2	1
72.	The State Board of Education should approve all local staff development plans.	5	4	3	2	1
73.	Staff development programs will provide for the continuous improvement and enrichment of the certified and licensed teachers of the state.	5	4	3	2	1
74.	Local boards of education of this state should establish staff development programs for the certified and licensed teachers and administrators employed by said board.	5	4	3	2	1
75.	Staff development programs should be adopted by the local school board upon recommendations of a local staff development committee.	5	4	3	2	1
76.	The local staff development committee should be appointed by the local school board.	5	4	3	2	1
77.	A local staff development committee should include classroom teachers, administrators and parents.	5	4	3	2	1
78.	Local staff development committees should consult with higher education instructors.	5	4	3	2	1
79.	A majority of the members of the local staff development committee should be composed of classroom teachers.	5	4	3	2	1
80.	The teacher members of the local staff development committee should be selected	5	4	3	2	1

		<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
	from a list of names submitted by the bargaining agent where one exists. In the absence of a bargaining agent, the teachers should elect a list of names to be submitted to the local board of education.					
81.	Staff development programs should include, but not be limited to, inservice training programs and higher education courses.	5	4	3	2	1
82.	Any licensed and certified teacher should be required by the local school board to meet the staff development requirements established by said local school board.	5	4	3	2	1
83.	Failure of any teacher to meet local school board staff development requirements should be grounds for nonrenewal of such teacher's contract by the local school board.	5	4	3	2	1
84.	Failure of any teacher to meet local school board staff development requirements should be grounds for nonconsideration of salary increments affecting said teacher.	5	4	3	2	1
85.	Teachers should continue their efforts to develop professionally during their career.	5	4	3	2	1
86.	A local staff development plan should be based on the needs of the certified personnel of the district.	5	4	3	2	1
87.	A needs assessment should be conducted by the local school district.	5	4	3	2	1
88.	The local staff development plan and activities should be designed to achieve stated objectives.	5	4	3	2	1
89.	Objectives of the local plan should be based on the needs assessment data.	5	4	3	2	1
90.	A local staff development plan should provide for alternative activities and delivery systems which meet identified needs.	5	4	3	2	1
91.	The local school district should keep records of locally or cooperatively sponsored staff development activities.	5	4	3	2	1



		<u>SA</u>	<u>A</u>	<u>U</u>	<u>D</u>	<u>SD</u>
92.	A minimum of fifteen (15) staff development points should be earned by an individual per year. (One point is equivalent to one clock hour.)	5	4	3	2	1
93.	Each local district should establish a process for evaluation of the staff development program.	5	4	3	2	1
94.	Support personnel should be considered in a local staff development program.	5	4	3	2	1
95.	School districts should provide released time and compensation for staff development committee members.	5	4	3	2	1
96.	Local negotiation of the membership of the staff development committee should be permissible.	5	4	3	2	1
97.	Teacher involvement in the planning and evaluation of staff development programs is an important feature of this program.	5	4	3	2	1
98.	Teacher morale and commitment are improved because teachers participate in the development and evaluation of staff development programs.	5	4	3	2	1
99.	Staff development is a positive way to improve teacher competence.	5	4	3	2	1
100.	Inservice education enables more teachers to obtain additional training than would otherwise be possible.	5	4	3	2	1
101.	School districts have an obligation to support staff development activities which will maintain or increase the professional competence of their teachers.	5	4	3	2	1
102.	There should be uniform state requirements for participation in staff development.	5	4	3	2	1